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Parts I and II
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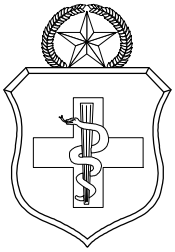
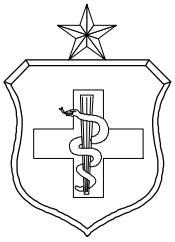
Open Index

Public Health





CAREER FIELD EDUCATION

AND TRAINING PLAN

CAREER FIELD EDUCATION AND TRAINING PLAN

PUBLIC HEALTH SPECIALTY
AFSC 4E0X1

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PUBLIC HEALTH SPECIALTY
AFSC 4E0X1
CAREER FIELD EDUCATION AND TRAINING PLAN

Part I

Preface

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for this specialty. The CFETP will provide Public Health personnel with a clear career path to success and will instill rigor in all aspects of career field training. NOTE: Civilians occupying associated positions will use Part II to support duty position qualification training.

2. The CFETP consists of two parts; supervisors use both of these parts to plan, manage, and control training within the Public Health career field.

2.1. **Part I** provides information necessary for overall management of the specialty. **Section A** explains how everyone will use the plan; **Section B** identifies career field progression information, duties, responsibilities, training strategies, and a career field path; **Section C** associates each skill level with the specialty qualifications for knowledge, education, training, and experience; **Section D** indicates resource constraints; **Section E** is reserved for a Transitional Training Guide for use with merging career fields (not used).

2.2. **Part II** is a comprehensive listing of training courses and standards available to support career field training requirements. There are five sections to Part II: Specialty Training Standard (STS), Course Objective List, OJT Support Material, Training Course Index, and MAJCOM Unique Requirements. **Section A** contains the most current version of the STS. This revised STS not only contains 3/5/7-skill level training requirements, it also indicates those tasks determined to be core tasks. The STS also includes duties, tasks, technical references, USAF School of Aerospace Medicine (USAFSAM/PH) conducted training, wartime courses, and correspondence course requirements. The 3-skill level column lists the topics and the proficiency levels to which our Apprentice students are taught in the Public Health Apprentice Course. The 3-skill level column should be used by supervisors to conduct graduate evaluations in accordance with AFI 36-2201, Developing, Managing, and Conducting Training; **Section B** contains the Course Objective List and training standards supervisors will use to determine if airmen have satisfied technical training requirements; **Section C** identifies available support materials. An example is a Qualification training package, which may be developed to support proficiency training. These packages are identified in AFIND8, Numerical Index of Specialized Educational Training Publications; **Section D** is the Training Course Index, listing all mandatory Air Force in-residence, field, ECI, and exportable courses used to support training within the Public Health career field. Supervisors can use this index to determine resources available to support training. Included here are both mandatory and optional courses. **Section E** identifies MAJCOM Unique Requirements. Education and Training requirements unique to some MAJCOMs are listed in this section; not all MAJCOMs have unique requirements; **Section F** is specific to medical AFSC's. It describes the components of, and provides guidance on documentation in the 6-part, Enlisted Training and Competency Folder. At unit level, supervisors and trainers use Part 2 to identify, plan, and conduct training in line with the overall goals of this CFETP.

3. Using the guidance provided in this CFETP will ensure individuals in the Public Health career field receive effective and efficient training at the appropriate point in their career.

ABBREVIATIONS/TERMS EXPLAINED

Advanced Training (AT): Formal course which provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills/knowledge to enhance their expertise in the career field. Training is for selected career airmen at the advanced level of the AFS.

Air Force Job Qualification Standard/Command Job Qualification Standard (AFJQS/CJQS): A comprehensive task list, which describes a particular job type or duty position. Supervisors to document task qualifications use them. The tasks on AFJQS/CJQS are common to all persons serving in the described duty position.

Air Force Specialty (AFS): A group of positions requiring common qualifications. Each AFS has a title and code.

Career Field Education and Training Plan (CFETP): A CFETP is a comprehensive, multipurpose document encapsulating the entire spectrum of education and training for a career field. It outlines a logical growth plan that includes training resources and is designed to make career field training identifiable, eliminate duplication, and ensure the training is budget appropriate.

Certification: A formal indication of an individual's ability to perform a task to required standards.

Certification Official: A person designated by the commander to determine an individual's ability to perform a task to required standards.

Continuation Training: Additional training exceeding requirements with emphasis on present or future duty assignments.

Core Task: A task Air Force career field managers (AFCFMs) identify as a minimum qualification requirement within an Air Force specialty or duty position.

Course Objective List (COL): A publication, derived from course training standards, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3- & 7-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations in accordance with AFI 36-2201, Developing, Managing and Conducting Military Training Programs.

Course Training Standard (CTS): A training standard that identifies the training members will receive in a specific course.

Enlisted Specialty Training (EST): A mix of formal training (technical school) and informal training (on-the-job) to qualify and upgrade airmen in each skill level of a specialty.

Exportable Training: Additional training via computer assisted, paper text, interactive video, or other necessary means to supplement training.

External Evaluation: Acquisition and analysis of data from outside the training environment to evaluate the training product in the operating environment.

Go/NoGo: In OJT, the stage at which an individual has gained enough skill, knowledge, and experience to perform the tasks without supervision.

Initial Skills Training: A formal resident course, which results in award of the 3-skill (entry) level.

Instructional System Development (ISD): A deliberate and orderly, but flexible process for planning, developing, implementing, and managing instructional systems. It ensures personnel are taught in a cost-effective manner the knowledge, skills, and attitudes essential for successful job performance.

Occupational Survey Report (OSR): A detailed report showing the results of an occupational survey of tasks performed within a particular AFS.

On-the-Job Training (OJT): Hands-on, over-the-shoulder training conducted to certify personnel in both upgrade (skill level award) and qualification training (duty position certification).

Position Qualification Training: Training designed to qualify airmen in a specific position, which occurs after upgrade training.

Qualification Training (QT): Actual hands-on task performance training designed to qualify an individual in a specific duty position. This portion of the dual channel on-the-job training program occurs both during and after the upgrade training process. It is designed to provide the performance skills required doing the job.

Qualification Training Package (QTP): An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position, program or on a piece of equipment. It may be printed, computer-based, or in other audiovisual media.

Resource Constraints: Resource deficiencies, such as money, facilities, time, manpower, and equipment that precludes desired training from being delivered.

Skills Training: A formal course, which results in the award of a skill level.

Specialty Training Standard (STS): An Air Force publication that describes the skills and knowledge that airmen in a particular Air Force specialty need on the job. It further serves as a contract between the Air Education and Training Command or the USAFSAM and the user to show the overall training requirements for an Air Force specialty code that the formal schools teach.

Standard: An exact value, a physical entity, or an abstract concept, established and defined by authority, custom, or common consent to serve as a reference, model or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. A fixed quantity or quality.

Task Certifier: See Certification Official.

Total Force: All collective Air Force components (active, reserve, guard, and civilian elements) of the United States Air Force.

Trainer: A trained and qualified person who teaches airmen to perform specific tasks through OJT methods. Also, equipment that the trainer uses to teach airmen specified tasks.

Training Capacity: The capability of a training setting to provide training on specified requirements, based on the availability of resources.

Training Impact Decision System (TIDES): A computer-based decision support technology being designed to assist Air Force career field managers in making critical judgments relevant to what training should be provided personnel within career fields, when training should be provided (at what career points), and where training should be conducted (training setting).

Training Requirements Analysis: A detailed analysis of tasks for a particular AFS to be included in the training decision process.

Training Session: Training that trainers conduct based on technical data for a maintenance task that existing courses can't support.

Training Setting: The type of forum in which training is provided (formal resident school, on-the-job, field training, mobile training team, self-study etc.).

Upgrade Training (UGT): Mandatory training which leads to attainment of a higher level of proficiency.

Utilization and Training Pattern: A depiction of the training provided to and the jobs performed by personnel throughout their tenure within a career field or Air Force specialty. There are two types of patterns: 1) Current pattern, which is based on the training provided to incumbents and the jobs to which they have been and are assigned; and 2) Alternate pattern, which considers proposed changes in manpower, personnel, and training policies.

USAFSAM: U.S. Air Force School of Aerospace Medicine, located at Brooks AFB, San Antonio, Texas.

Utilization and Training Workshop (U&TW): A forum of MAJCOM Air Force Specialty Code (AFSC) functional managers, Career Field Managers, Subject Matter Experts (SMEs), and USAFSAM training personnel that determines career ladder training requirements.

Section A - General Information

1. **Purpose:** This CFETP provides information necessary for the Air Force Career Field Manager (AFCFM), MAJCOM functional managers (MFMs), commanders, training managers, supervisors and trainers to plan, develop, manage, and conduct an effective career field training program. This plan outlines the training that individuals in the 4E0X1 AFS should receive to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced, and proficiency training. Initial skills training is the AFS specific training an individual receives upon entry into the Air Force or upon retraining into this specialty. The 3-skill level AFSC is awarded upon completion of initial skills training. This training is conducted by the United States Air Force School of Aerospace Medicine (USAFSAM). Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, 9-skill levels. Qualification training is actual hands-on task performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills and knowledge required to do the job. Advanced training is formal specialty training used for selected airmen. Proficiency training is additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

2. **Uses:** The plan will be used by MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

2.1. USAFSAM training personnel will develop and revise formal resident, non-resident, field and exportable training based on requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

2.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. OJT, resident training, contract training, or exportable courses can satisfy identified requirements. MAJCOM-developed training to support this AFSC must be identified for inclusion in this plan.

2.3. Each individual will complete the mandatory training requirements specified in this plan. The lists of courses in Part II will be used as a reference to support training.

3. **Coordination and Approval:** The AFCFM is the approval authority. MAJCOM representatives and USAFSAM training personnel will identify and coordinate on the career field training requirements. The USAFSAM training manager for this specialty will initiate an annual review of this document by USAFSAM and MFMs to ensure currency and accuracy. Using the list of courses in Part II, they will eliminate duplicate training.

Section B - Career Progression and Information

4. **Specialty Description:**

4.1. **Specialty Summary:** Manages and performs public health activities and programs in support of the Aerospace Medicine Program. Included are food safety; medical entomology; communicable, environmental, vectorborne, zoonotic and occupational disease prevention and control; public health medical readiness activities; and promoting and providing health education and training.

4.2. **Duties and Responsibilities:**

4.2.1. Organizes and assists in communicable disease prevention and control programs. Prevents and controls disease transmission through epidemiological investigations, patient interviews, health education, and oversight of immunization strategy. Advises professionals on control measures. Monitors treatment and follow-up of infectious patients and their contacts. Monitors follow-up of personnel exposed to blood and body fluids. Monitors immunizations and immune status of medical and emergency response personnel. Monitors rabies control program. Investigates disease outbreaks. Collects and compiles epidemiological data. Identifies and evaluates epidemiological trends. Updates and completes medical records and forms applicable to Public Health programs. Safeguards Privacy Act information.

4.2.2. Organizes, directs, and assists in occupational health programs. Educates supervisors and workers about occupational hazards and hazard communications. Fits personnel with hearing protection. Participates in workgroup to determine occupational examination and training requirements, and informs supervisors and workers. Monitors results of occupational health examinations to detect adverse trends. Helps investigate occupational illnesses. Aids in fetal protection program by interviewing supervisors and workers, recommending duty restrictions, and providing health promotion education. Advises attending health care providers on workplace fetal hazards. Evaluates workplace compliance with occupational health education requirements. Manages occupational health examination data, identifies personnel requiring occupational examinations, and monitors completion rates. Records activities in appropriate industrial case files.

4.2.3. Conducts food safety programs.

4.2.3.1. Ensures government-purchased food is purchased only from approved sources. Inspects foods on receipt and in storage for wholesomeness and compliance with food safety contract provisions. Inspects sanitary condition of food containers and vehicles. Recommends measures to prevent contamination and deterioration of food. Determines quality and wholesomeness provisions for government purchased foods. Inspects operational rations. Collects and ships food for laboratory analysis. Investigates customer complaints. Initiates recall of hazardous foods or non-prescription drugs. Makes recommendation for disposition of deteriorated or damaged foods. Evaluates and completes inspection records.

4.2.3.2. Plans and conducts sanitation programs. Performs sanitary evaluations of food facilities, public facilities, and military and civilian contract aircraft. Inspects and recommends approval or disapproval of off-base food processing establishments for use by the Air Force. Evaluates food-handling techniques. Determines compliance with sanitary standards and reports discrepancies. Recommends inspection frequencies. Educates food handlers. Investigates foodborne disease outbreaks.

4.2.4. Plans and conducts medical entomology program. Evaluates risk of vectorborne disease transmission. Collects and identifies vector species. Monitors effectiveness of disease vector and pest control activities. Recommends prevention and control measures. Provides medical advice to prevent introduction to the United States of foreign disease vectors and agricultural pests and imported cases of communicable disease. Educates forces and base populations on prevention and control of vectorborne diseases.

4.2.5. Plans, organizes, and conducts public health medical readiness programs. Prepares and conducts health threat and medical intelligence briefings for deploying forces. Conducts surveillance, inspections, investigations, and intervention to reduce health risks to deployed forces from disease and environmental exposures. Manages and conducts wartime nuclear, biological and chemical decontamination procedures for patients, medical personnel, equipment, and facilities.

5. **Skill/Career Progression:** Adequate training and timely progression from the apprentice to the superintendent skill level play an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career.

5.1. **Apprentice (3) Level:** Initial skills training in this specialty consists of the tasks and knowledge training provided in the 3-skill level resident course (B3ABY4E031 001, PDS Code 9LL) located at Brooks AFB, TX. Initial skills training requirements were identified during the 4E0X1 Utilization and Training Workshop, held 6 through 10 October 1997 at Brooks AFB, TX. The decision to train specific tasks and knowledge items in an initial skills course is based on a review of occupational survey report (OSR) data, training requirements analysis (TRA), and 4E0X1 subject matter expert (SME) input. Task and knowledge training requirements are identified in the Specialty Training Standard (STS), at Part II, Section A. Individuals must complete the initial skills course to be awarded the AFSC 4E031. Upon completion of initial skills training, a trainee will work with a trainer to enhance their knowledge and skills using the Career Development Course (CDC) and Qualification Training. Once task certified, a trainee may perform the task unsupervised.

5.2. **Journeyman (5) Level:** Upgrade training to the 5-skill level in this specialty starts after mandated minimum 3 months duty position experience as an apprentice (3-level). In addition, airmen must complete 12 months of on-the-job training (OJT), complete the Career Development Course and be recommended by their supervisor before upgrading to the 5-level. Upgrade training for graduates of the 3-level technical training course consists of task and knowledge training provided in the career development course (CDC) 4E051, the core task requirements identified in the STS (Part II, Section A of this CFETP). Continuation training is available and should be used based on individual training needs. Once upgraded to the 5-level, a journeyman will enter into continuation training to broaden their experience. The Public Health Journeyman Course (B3AZY4E051 001) is recommended for Senior Airmen who have been 5-levels less than eighteen months and have completed the 5-level CDC. Five-levels may be assigned job positions such as Program Manager, Inspector, Interviewer, and Instructor. They will attend the Airman

Leadership School (ALS) after having 48 months in the Air Force. After ALS, 5-levels will be considered for appointment as unit trainers. CDCs and other references in the WAPS Catalog are used to prepare for testing under WAPS. All are encouraged to continue their education toward a CCAF degree.

5.3. **Craftsman (7) Level:** Individuals must be SSgt selectees or above to enter 7-level upgrade training. They must complete 12 months OJT to be eligible to attend in-residence 7-level training. Upgrade training to the 7-level in this specialty consists of task and knowledge training provided by completion of the 7-level resident school (B3ACY4E071-000, PDS Code 1AM), conducted by the USAFSAM at Brooks AFB, TX; and the core task requirements identified in the STS (Part II, Section A of this CFETP). Continuation training is available and should be used based on the individual's training needs. A craftsman can expect to fill various supervisory and management positions such as Noncommissioned Officer-in-Charge (NCOIC) of a flight or element, and task certifier. They may also be assigned to work in staff positions and as technical school instructors. Craftsmen should pursue education and training to advance their knowledge of the management of resources and personnel. Once promoted to TSgt, craftsmen will attend a Command NCO Academy. Continued academic education through CCAF and higher degree programs is encouraged. Increasing experience in public health management and broadening responsibilities in the medical treatment facility are recommended for senior NCO promotion.

5.4. **Superintendent (9) Level:** AFSC 4E091 will be awarded upon completion of the Senior NCO Academy in residence, promotion to SMSgt, and after satisfying the requirements of AFI 36-2101. A 9-level can be expected to fill positions such as Superintendent, Public Health Flight and may include additional duty as Superintendent, Aerospace Medicine Squadron. Additional training in the areas of budget, manpower, resources and personnel management should be pursued through continuing education. Higher education and greater responsibilities within the medical treatment facility and in the host unit, base, or community are highly recommended for senior NCOs.

6. **Training Decisions:** The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Public Health career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. The following training decisions were made during the AFSC 4E0X1 Utilization and Training Workshop, held 6 through 10 October 1997, at Brooks AFB, TX.

6.1. **Initial Skills:** Initial skills are provided to all entry level personnel by graduating the Public Health Apprentice Course. This is a mandatory formal training course conducted at the USAF School of Aerospace Medicine on Brooks AFB.

6.2. **Five Level Upgrade Requirements:** Fourty-eight core tasks were identified by the MAJCOM functional managers/subject matter experts during the Utilization and Training Workshop held 6 through 10 October 1997 at Brooks AFB. The U&TW decided to expand the eligibility requirements to allow more Journeyman to attend the 5-level course. These tasks must be trained and certified for award of the 5-level.

6.3. **Seven Level Upgrade Requirements:**

6.3.1. Training elements are reflected in the STS found in Part II, Section A of this document.

6.3.2. The recent U&TW decided all personnel eligible to be upgraded to the 7-level must attend the formal 7-level course conducted by the USAFSAM at Brooks AFB, making the training policy consistent with Air Force training initiatives.

6.4. **Proficiency Training:** Any additional knowledge and skill requirements, which were not taught through initial skills or upgrade training, were assigned to continuation training. The purpose of the continuation training program is to provide additional training exceeding minimum upgrade training requirements with emphasis on present and future duty positions.

7. **Community College of the Air Force:** Enrollment in CCAF occurs upon completion of basic military training. CCAF provides the opportunity to obtain an Associates in Applied Sciences Degree. In addition to its associates degree program, CCAF offers the following:

7.1 **Aerospace Management Certificate:** The College awards the Aerospace Management Certificate to seven-level airmen who have completed job related advance technical training and professional military education.

7.2. **Occupational Instructor Certification:** Upon completion of instructor qualification training, consisting of the instructor methods course and supervised practice teaching, CCAF instructors who possess an associates degree or higher may be nominated by their school commander/commandant for certification as an occupational instructor.

7.3. **Trade Skill Certification:** When a CCAF student separates or retires, a trade skill certification is awarded for the primary occupational specialty. The College uses a competency based assessment process for trade skill certification at one of four proficiency levels: Apprentice, Journeyman, Craftsman/Supervisor, or Master Craftsman/Manager. All are transcribed on the CCAF transcript.

7.4. **Degree Requirements:** All airmen are automatically entered into the CCAF program. Prior to completing an associates degree, the 5-level must be awarded and the following requirements must be met: NOTE: This is current as of March 1998. If using this to track the completion of CCAF degree requirements please refer to the CCAF Catalog to ensure that it is still current.

Public Health Technology (7ECY)

OCCUPATIONAL SPECIALTY: 4EXXX

DEGREE REQUIREMENTS: The journeyman (five) level must be held at the time of program completion.

	Semester Hours
Technical Education	24
Leadership, Management, and Military Studies	6
Physical Education	4
General Education	15
Program Elective	15
Technical Education; Leadership, Management, and Military Studies; or General Education Total	64

TECHNICAL EDUCATION (24 Semester Hours): A minimum of 12 semester hours of technical core subjects/courses must be applied and the remaining semester hours applied from technical core/technical elective subjects/courses. Requests to substitute comparable courses or to exceed specified semester hour values in any subject/course must be approved in advance by the Services Branch. Refer to page I-10 for Application of Courses to Technical Education Requirement.

Technical Core

Subjects/Courses	*Semester Hours*
CCAF Internship	16
Public Health Office Procedures	3
Epidemiology	3
Hearing Conservation	3
Management of Disaster Medicine Program	3
Management of Occupational Health Programs	6
Public Health/Sanitation	3

Technical Electives

Subjects/Courses	*Maximum Semester Hours*
Advanced Epidemiology	3
AF Enlisted Professional Military Education	12
Communicable Diseases	4
Computer Science	6
Disaster Medicine	3
Emergency Medicine	3
Entomology	3
Food Safety	4
General Biology	8
General Chemistry	8
General Physical Science	4
General Psychology	3
Microbiology	4
Statistics	3
Zoonotic Diseases	3

LEADERSHIP, MANAGEMENT, AND MILITARY STUDIES (LMMS) (6 Semester Hours):
Professional military education and/or civilian management courses. See page 1-11 for Application of Courses to Leadership, Management, and Military Studies.

PHYSICAL EDUCATION (4 Semester Hours):

PHE 1OOO	4

GENERAL EDUCATION (15 Semester Hours):
Applicable courses must meet the Criteria for Application of Courses to General Education Requirement (GER) and be in agreement with the definitions of applicable general education subjects/courses provided on page I-12.

Subjects/Courses	*Semester Hours*
Oral Communication Speech	3
Written Communication English Composition	3
Mathematics Intermediate algebra or a college-level mathematics course is required. If an acceptable mathematics course is applied as a technical or program elective, a natural science course meeting GER application criteria may be applied as a general education requirement.	3
Social Science Anthropology, Archaeology, Economics, Geography, Government, History, Political Science, Psychology, Sociology	3
Humanities Fine Arts (Criticism, Appreciation, Historical Significance), Foreign Language, Literature, Philosophy, Religion	3

PROGRAM ELECTIVE (15 Semester Hours): Satisfied with applicable technical education, LMMS, or general education subjects/courses, including natural science courses meeting GER application criteria and foreign language credit earned at the Defense Language Institute or through the Defense Language Proficiency Test. Six semester hours of CCAF degree-applicable technical credit otherwise not applicable to this program may be applied.

For certification in the Food Protection Certification Program (FPCP), graduates may contact Educational Testing Service FPCP, PO Box 6515, Princeton NJ 08541-6515, 1-800-251-3663.

7.5. Additional off-duty education is a personal choice that is encouraged for all. Individuals desiring to become an Technical Training School Instructor should be actively pursuing an associates degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

8. **Career Field Path:**

8.1. **Manpower Table:**

Table A6.1. Manpower Table.

	CMSgt	SMSgt	MSgt	TSgt	SSgt	SrA- AB
Base Level	2	19	56	86	142	363
MAJCOM Staff	2	0	0	0	0	0
USAFSAM Staff	1	0	2	3	5	0
FOA/DRU	1	0	2	1	1	0
Total	**6**	**19**	**60**	**90**	**148**	**363**

8.2. **Enlisted Career Path (Active Duty):**

4E0X1 Career Path		
Education and Training Requirements	**Grade Requirements** Rank (Average 4E0X1 Sew-on)	**Special Duty Assignments**
Basic Military Training School		
Apprentice Technical School (3 Skill Level)	(6 months) (10 months)	N/A
Upgrade To Journeyman (5 Skill Level) • Complete 3 months duty position/apprentice experience before entering into upgrade training. • Complete 4E051 CDCs • Certified in all STS Core Tasks • Minimum 12 months OJT	**(3 years TIS or 28 months TIG)**	USAF Academy
Airman Leadership School (ALS) • SRA with 48 months TIS or SSgt selectee • Resident graduation is a prerequisite for SSgt sew-on (Active Duty only)	**Trainer** – ALS graduate – Certified to perform the task to be trained – Must have attended a formal trainers course	
Upgrade To Craftsman (7 Skill Level) • Minimum rank of SSgt with 12 months OJT • Complete Public Health Journeyman CDCs • Complete Public Health Craftsman Course	**Certifier** – At least a SSgt with a 5 skill level (or civilian equivalent) – A person other than the trainer certified to perform the task to be trained – Must have attended a formal trainers course	
	(7.3 years)	• USAFSAM or AETC Instructor Duty • TRICARE Lead Agent • USAF Academy • AF Research Laboratory • AFMIC
Noncommissioned Officer Academy (NCOA) • Must be a TSgt or TSgt selectee • Completion is required before assuming MSgt	(13.8 years)	
USAF Senior NCO Academy (SNCOA) • Must be a MSgt, SMSgt selectee, SMSgt, CMSgt selectee, or a CMSgt • Completion is required before assuming CMSgt	(16. years)	• MAJCOM • USAFSAM or AETC Instructor • TRICARE Lead Agent • USAF Academy • Air Force Research Laboratory
Upgrade To Superintendent (9 Skill Level) • Rank of SMSgt or SMSgt selectee • Complete all required duty position training	(20.2 years)	
Chief Enlisted Manager (CEM) (4E000)	(23 years)	• USAFSAM • MAJCOM • AAFES • Career Field Manager

8.3. **Enlisted Career Path (AF Reserve/Guard):**

<table>
<tr><th colspan="3">4E0X1 Career Path</th></tr>
<tr><th rowspan="2">Education and Training Requirements</th><th colspan="2">Grade Requirements</th></tr>
<tr><th>Rank
(Average 4E0X1 Sew-on)</th><th>High Year of Tenure</th></tr>
<tr><td>Basic Military Training School</td><td></td><td></td></tr>
<tr><td>Apprentice Technical School
(3 Skill Level)</td><td>
(6 months)

(10 months)</td><td>N/A</td></tr>
<tr><td>Upgrade To Journeyman
(5 Skill Level)
• Complete 3 months duty position/apprentice experience before entering into upgrade training
• Complete 4E051 CDCs
• Certified in all STS Core Tasks
• Minimum 12 months OJT</td><td>
(3 years TIS or 28 months TIG)</td><td></td></tr>
<tr><td>Airman Leadership School (ALS)
• SRA with 48 months TIS or SSgt selectee
• Correspondence course is a prerequisite for SSgt sew-on</td><td colspan="2"><u>Trainer</u>
– ALS graduate
– Certified to perform the task to be trained
– Must have attended a formal trainers course</td></tr>
<tr><td rowspan="2">Upgrade To Craftsman
(7 Skill Level)
• Minimum rank of SSgt with 12 months OJT
• Complete Public Health Journeyman CDCs
• Complete Public Health Craftsman Course
Retrainees
• Minimum 3 months of apprenticeship training
• Minimum 6 months for 5-Level
• Minimum 12 months for 7-Level Upgrade Training</td><td colspan="2"><u>Certifier</u>
– At least a SSgt with a 5 skill level (or civilian equivalent)
– A person other than the trainer certified to perform the task to be trained
– Must have attended a formal trainers course</td></tr>
<tr><td>
(4.5 years)</td><td>33 Years</td></tr>
<tr><td>Noncommissioned Officer Academy (NCOA)
• Must be a TSgt or TSgt selectee
• Resident or correspondence course completion is a prerequisite for MSgt sew-on (Active Duty only)</td><td>
(8.2 years)</td><td>33 Years</td></tr>
<tr><td>USAF Senior NCO Academy (SNCOA)
• Must be a MSgt, SMSgt selectee, SMSgt, CMSgt selectee, or a CMSgt
• Resident or cooespondence course completion is a prerequisite for SMSgt sew-on</td><td>
(13.1 years)</td><td>33 Years</td></tr>
<tr><td rowspan="2">Upgrade To Superintendent
(9 Skill Level)
• Rank of SMSgt
• Completion of the SNCOA</td><td>
(18 years)</td><td>33 Years</td></tr>
<tr><td>
(21.4 years)</td><td>33 Years</td></tr>
</table>

Section C - Skill Level Training Requirements

9. Purpose. Skill level training requirements in this career field are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad terms and establishes the mandatory requirements for entry, award and retention of each skill level. The specific task and knowledge training requirements are identified in the STS at Part II, Sections A and B of this CFETP.

10. **Specialty Qualification:**

10.1. **Apprentice Level Training:**

10.1.1. **Specialty Qualification:**

10.1.1.1. **Knowledge:** Requirements of: basic biological and physical sciences; preventive medicine; fundamentals of microbiology, chemistry, anatomy, physiology, and pathology of the human body; medical entomology programs; food technology; food handler training; medical food inspection; clinical and food laboratory procedures; sanitary evaluations; public facility sanitation; prevention and control of foodborne, waterborne, and vectorborne diseases; communicable disease prevention and control; epidemiology; occupational health; medical readiness; medical administration; and written and oral communication and instruction.

10.1.1.2. **Education:** For entry into this specialty, completion of high school courses in biology, chemistry, and general science is desirable.

10.1.1.3. **Training:** For award of AFSC 4E031, completion of the Public Health Apprentice course is mandatory.

10.1.1.4. **Experience:** None.

10.1.1.5. **Other:**

10.1.1.5.1. Normal color vision as defined in AFMAN 48-123 (formerly AFR 160-43).

10.1.1.5.2. Qualification to operate government vehicles according to AFI 24-301 (formerly AFM 77-310, volume 1).

10.1.2. **Training Sources and Resources:** Available through the USAFSAM, Department of Public Health, course B3ABY4E031-001, Public Health Apprentice. This course is 61 days long.

10.1.3. **Implementation:** The 3-skill level is awarded upon completion (graduation) from Public Health Apprentice initial skills training (see paragraph 10.1.1.3.).

10.2. **Journeyman Level Training:**

10.2.1 **Specialty Qualification:** All 4E031 qualifications in addition to the following:

10.2.1.1. **Knowledge:** Expanded knowledge of: biological and physical sciences; microbiology, chemistry, anatomy, physiology, and pathology of the human body; medical entomology programs, and vector control; food technology; food handler training; medical food inspection; clinical and food laboratory procedures; sanitary evaluations; public facility sanitation; preventive medicine; prevention and control of foodborne, waterborne, and vectorborne diseases; communicable disease prevention and control; epidemiology, biostatistics; occupational health, toxicology, and Federal regulations; medical readiness; medical administration and information management; and written and oral communication and instruction. This knowledge can be obtained through completion of the Career Development Course.

10.2.1.2. **Education:** Completion of college level courses towards award of the associate degree is desirable. Completion of one or more Centers for Disease Control and Prevention home-study courses is desirable.

10.2.1.3. **Training:** Completion of the 4E051 Public Health Journeyman Career Development Course and certification in all core tasks and duty position tasks are mandatory.

10.2.1.4. **Experience:** Experience is desirable in all major functions of public health such as food inspection; sanitary evaluations; communicable disease prevention and control; occupational illness prevention; and medical readiness.

10.2.1.5. **Other:** None

10.2.2. **Training Sources and Resources:** 4E051 Public Health Journeyman Career Development Course. Public Health Journeyman Course (2 weeks), B3AZY4E051-001. Airman Leadership School (4 weeks) is available for SrA with 48 months time in service or SSgt selectees.

10.2.3. **Implementation:** Upgrade training to the 5-skill level begins 3 months after assignment to the first duty station and is awarded upon completion of all mandatory (CDC's, core tasks, duty position tasks) training.

10.3. **Craftsman Level Training:**

10.3.1 **Specialty Qualification:** Qualification in and possession of AFSC 4E051.

10.3.1.1. **Knowledge:** Managing personnel, resources, and equipment, personnel training, counseling, and budgeting; preventive medicine programs; medical entomology programs; food safety and sanitation programs; public facility sanitation; prevention and control of foodborne, waterborne, and vectorborne diseases; communicable disease prevention and control; epidemiology; occupational health programs; medical readiness; medical administration and information management; and written and oral communication and instruction.

10.3.1.2. **Education:** Completion of college level courses towards award of the associate degree or higher is desirable. Completion of one or more Centers for Disease Control and Prevention home-study courses is desirable. Membership, certification, or registration with a professional Public Health or Environmental Health organization is desirable (See AFI 41-104).

10.3.1.3. **Training:** Completion of resident 7-level course Public Health Craftsman, B3ACY4E071-001, certification in all core tasks at the 7-level and certification in duty position tasks is mandatory. Completion of the Operational Entomology Course (B3OZY43M3-000), Applied Epidemiology (B3OZYAPEPI-000), Contingency Public Health Operations Course (B3AZYCONOP-001), and the Public Health Ergonomics Course (B3OZYERG02-000) is desirable.

10.3.1.4. **Experience:** Experience combined with continuing development and emphasis on leadership, management, and supervisory skills are critical to the transition from technician to supervisor. Excellence in written and oral communications are also essential for success in public health programs. Communicating with civilian equivalent public health agencies and increased involvement with other flights and squadrons within the organization and across the installation enhance experience.

10.3.1.5. **Other:** None.

10.3.2. **Training Sources and Resources:** Available through the USAFSAM, Department of Public Health, course B3ACY4E071-001, Public Health Craftsman (10 days). The NCO Academy (6 weeks) is available to TSgts and TSgt selectees.

10.3.3. **Implementation:** Upgrade training to the 7-level can begin upon selection for promotion to Staff Sergeant. Twelve months time in training is required after which the member must complete the in-residence 7-level course. The 7-level is awarded after completion of these requirements and recommendation of the supervisor.

10.4. **Superintendent Level Training:**

10.4.1 **Specialty Qualification:** Qualification in and possession of AFSC 4E071.

10.4.1.1. **Knowledge:** Extensive knowledge of wing and medical service organization and functions; all public health programs; personnel management; administration; resource management; and leadership are mandatory.

10.4.1.2. **Education:** Award of an associate or higher degree at this skill level is highly desirable. Further self-improvement efforts should be continued to enhance superintendents' abilities as a leader, manager and supervisor.

10.4.1.3. **Training:** Completion of the duty position training requirements are mandatory.

10.4.1.4. **Experience:** Broad experience managing public health activities, supervising civilian and military personnel, and demonstrated leadership skills. A superintendents' experience should result in professional noncommissioned officers, experienced medics, and expert public health technicians.

10.4.1.5. **Other:** None.

10.4.2. **Training Sources/Resources:** The Operational Public Health Course (5 days) is available annually at the USAFSAM. Training via short courses with FDA, NEHA annual conferences, and related opportunities are desirable. The Senior NCO Academy in-residence is available to MSgts and SMSgts. The Senior NCO Academy correspondence course is also available but it does not substitute for the resident course.

10.4.3. **Implementation:** The 9-skill level can be awarded upon promotion to Senior Master Sergeant and completion of the resident Senior NCO Academy.

Section D - Resource Constraints

11. **Purpose:** This section identifies known resource constraints which preclude optimal/desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

12. **Apprentice Level Training:**

12.1. **Constraints:** None.

12.1.1. **Impact:** None

12.1.2. **Resources Required:** None.

12.1.3. **Action Required:** None.

12.2. **OPR/Target Completion Date:** N/A.

13. **Journeyman Level Training:**

13.1. **Constraints:** None.

13.1.1. **Impact:** None.

13.1.2. **Resources Required:** None.

13.1.3. **Action Required:** None.

13.2. **OPR/Target Completion Date:** N/A

14. **Craftsman Level Training:**

14.1. **Constraints:** None.

14.1.1. **Impact:** None.

14.1.2. **Resources Required:** None.

14.1.3. **Action Required:** None.

14.2. **OPR/Target Completion Date:** N/A.

Section E. Transitional Training Guide

NOTE: There are currently no transition training requirements. This area is reserved.

Part II

Section A - Specialty Training Standard

1. **Implementation:** This STS will be used for technical training provided by USAFSAM for classes beginning 6 July 1998 and graduating thereafter until the STS is revised.

2. **Purpose:** As prescribed in AFI 36-2201, this STS:

2.1. Lists in column 1 (Task, Knowledge, and Technical Reference) the most common tasks, knowledge, and technical references (TR) necessary for airmen to perform duties in the 3-, 5-, and 7-skill level. Task statements are numbered sequentially i.e., 1.1, 1.2, 2.1. Column 2 identifies Core Tasks by an asterisk (*).

2.2. Provides certification for OJT. Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available. Task certification must show a certification/completion date

2.3. Shows formal training and correspondence course requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task/knowledge and the career knowledge provided by the correspondence course. See CADRE/AFSC/CDC listing maintained by the unit training manager for current CDC listings.

2.4. **Qualitative Requirements:** Attachment 1 contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

2.5. The STS becomes a job qualification standard (JQS) for on-the-job training when placed in AF Form 623, **On-The-Job Training Record**, and used according to AFI 36-2201. When used as a JQS, the following requirements apply:

2.5.1. **Documentation:** Document and certify completion of training. Identify duty position requirements by circling the subparagraph number next to the task statement. As a minimum, complete the following columns in Part 2 of the CFETP: Training Completed, Trainee Initials, Trainer Initials, Certifier Initials (if applicable). An AFJQS may be used in lieu of Part II of the CFETP only upon approval of the AFCFM. NOTE: The AFCFM may supplement these minimum documentation procedures as needed or deemed necessary for their Career Field.

2.5.1.1. **Converting from Old Document to CFETP:** Use the new CFETP to identify and certify all past and current qualifications. For those tasks previously certified and required in the current duty position, evaluate current qualifications and, when verified, recertify using current date as completion date and enter certifier's initials. For previous certification on tasks not required in the current duty position, carry forward only the previous completion date. If and when these tasks become a duty position requirement, recertify with current date and certifier's initials.

2.5.1.2. **Documenting Career Knowledge:** When a CDC is not available: the supervisor identifies STS training references that the trainee requires for career knowledge and ensures, as a minimum, that trainees cover the mandatory items in AFI 26-2108. For two-time CDC course exam failures: supervisors identify all STS items corresponding to the areas covered by the CDC. The trainee completes a study of STS references, undergoes evaluation by the task certifier, and receives certification on the STS. NOTE: Career Knowledge must be documented prior to submitting a CDC waiver.

2.5.1.3. **Decertification and Recertification:** When an airman is found to be unqualified on a task previously certified for his or her position, the supervisor lines through the previous certification or deletes previous certification when using an automated system. Appropriate remarks are entered on the AF Form 623A, On-The-Job Training Record Continuation Sheet, as to the reason for decertification. The individual is recertified (if required) either by erasing the old entries and writing in the new or by using correction fluid (if the entries were made in ink) over the previously certified entry.

2.5.2. **Training Standard:** Tasks are trained and qualified to the go/no go level. Go means the individual can perform the task without assistance and meet local demands for accuracy, timeliness, and correct use of procedures.

2.6. The STS and CDCs are a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). Senior NCOs with extensive practical experience in this career field develops Specialty Knowledge Tests (SKTs) at the USAF Occupational Measurement Squadron. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the WAPS catalog. Individual responsibilities are in chapter 14 of AFI 36-2606, US Air Force Reenlistment, Retention, and NCO Status Programs (formerly AFR 35-16, volume 1). WAPS is not applicable to the Air National Guard or Air Force Reserves.

3. **Recommendations:** Report unsatisfactory performance of individual course graduates as prescribed in AFI 36-2202, to USAFSAM/DA, 2602 West Gate Road, Brooks AFB TX 78235-5252 or call DSN 240-2058. Use the listing of course objectives in Section B to aid in evaluating graduate performance. Reference specific STS paragraphs.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

CHARLES H. ROADMAN, II, Lieutenant General, USAF, MC
Surgeon General

This Block Is For Identification Purposes Only		
Name Of Trainee		
Printed Name (Last, First, Middle Initial)	Initials (Written)	SSAN
Printed Name Of Certifying Official And Written Initials		
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	

QUALITATIVE REQUIREMENTS

Proficiency Code Key		
	Scale Value	Definition: The individual
Task Performance Levels	**1**	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely Limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly Proficient)
***Task Knowledge Levels**	**a**	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step by step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating Principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced Theory)
****Subject Knowledge Levels**	**A**	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)

Explanations

* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: b and 1b)

** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.

- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.

X This mark is used alone in course columns to show that training required but not given due to limitations in resources.

NOTE: All tasks and knowledge items shown with a proficiency code are trained during war time.

1. Tasks, Knowledge and Technical References	2. Core Tasks	3. Certification for OJT					4. Proficiency Codes Used to Indicate Training / Information Provided (See Note)					
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
STS TABLE OF CONTENTS: 1. MISSION AND ORGANIZATION 2. CAREER LADDER PROGRESSION 3. COMMUNICATION SKILLS 4. SUPERVISION AND TRAINING 5. OFFICE ADMINISTRATION 6. INFORMATION SYSTEMS MANAGEMENT 7. RESOURCE MANGEMENT 8. BIOLOGICAL AND PHYSICAL SCIENCES 9. MEDICAL ENTOMLOGY 10. MEDICAL RECORDS 11. PRINCIPLES OF EPIDEMIOLOGY 12. PRINCIPLES OF COMMUNICABLE DISEASE CONTROL 13. OCCUPATIONAL HEALTH 14. FOOD SAFETY 15. CONTINGENCY OPERATIONS												

1. Tasks, Knowledge and Technical References	2. Core Tasks	3. Certification for OJT					4. Proficiency Codes Used to Indicate Training / Information Provided (See Note)					
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1. Mission and Organization: TR: AFI 48-101, Aerospace Medical Operations, latest version of Objective Medical Group Implementation Guide.												
a. USAF Medical Service / Objective Medical Group							A			B	-	
b. Aerospace Medical Squadron							A			B	-	
c. Public Health Flight							A			B	-	
(1) Air National Guard (2) Air Force Reserve												
d. Relationships with local, state and federal public health, food inspection, and occupational safety and health agencies							A			-	B	
2. Career Ladder Progression: TR: AFI 36-2101, Classifying Military Personnel (Officers and Airmen); AFI 36-2105, Airman Classification; AFI 36-2618, The Enlisted Force Structure.												
a. Progression in career ladder							A			-	-	
b. 4E031 / 4E051 duties							A			-	-	
c. 4E071 / 4E091 / 4E000 duties							A			-	-	
3. Communication Skills: TR: AFH 33-337, The Tongue and Quill; AFMAN 36-2236, Guidebook for Air Force Instructors; AFMAN 37-126, Preparing Official Communications.												
a. Principles and elements							A			-	-	
b. Effective writing							A			-	-	
(1) Write performance reports / awards and decorations							-			-	-	
(2) Prepare bullet statements							-			-	-	
(3) Prepare written correspondence							1a			-	-	
c. Education and training										-	-	
(1) Prepare lesson plans							2b			-	-	
(2) Present lectures or briefings	*						2b			-	-	

1. Tasks, Knowledge and Technical References	2. Core Tasks	3. Certification for OJT					4. Proficiency Codes Used to Indicate Training / Information Provided (See Note)					
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
4. Supervision and Training:												
TR: AFI 36-2201, Developing, Managing and Conducting Training; AFMAN 36-2247, Planning, Conducting, Administering, and Evaluating Training; AFI 91-301, Air Force Occupational and Environmental Safety, Fire Protection and Health (AFOSH) Program.												
a. Orient new personnel							-			-	-	
b. Use Public Health Career Field Education and Training Plan (CFETP) to evaluate personnel and determine education and training needs							-			-	-	
c. Understand principles of on-the-job training and conduct training							-			-	-	
(1) Monitor effectiveness of training							-			-	-	
(a) Know responsibilities / perform duties of a trainer							-			-	-	
(b) Know responsibilities / perform duties of a certifying official							-			-	-	
(c) Ensure all core tasks are trained and certified							-			-	-	
(2) Maintain training records							-			-	-	
5. Office Administration:												
TR: Books from the Covey Leadership Center (Seven Habits of Highly Effective People, Principle-Centered Leadership, The Power Principle, etc.); 1997 Chief of Staff Reading List (See *http://www.af.mil/lib/csafbook/index.html*); Comprehensive Stress Management by Jerrold S. Greenburg: 1990; AFI 41-102, The Medical Expense and Performance Reporting System for Fixed Medical and Dental Facilities (RCS: DD-HA (AR) 1453); AFI 90-201, Inspector General Activities.												
a. Schedule work							-			-	2b	
b. Set goals for improvement							-			-	b	
c. Prepare and maintain files plan							-			-	-	
d. Use, update, and prepare operating instructions							a			-	-	
e. Use and maintain publications files							-			-	-	
f. Prepare for inspection of Public Health Flight							-			-	B	
g. Perform self-inspections							-			-	B	
6. Information Systems Management:												
TR: AFI 44-102, Patient Care and Management of Clinical Services; Most current versions of Microsoft Office Application Handbooks (Word, Powerpoiont, Access, and Excel); Self-help sections contained within ASIMS programs.												
a. Introduction to computers							a			-	2b	
b. Perform word processing							2a			-	-	

1. Tasks, Knowledge and Technical References	2. Core Tasks	3. Certification for OJT					4. Proficiency Codes Used to Indicate Training / Information Provided (See Note)					
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
c. Aerospace Medicine Information Management System (ASIMS)	*						1a		2b		3c	
(1) Base Interface Program / FTP Set-up							1a		2b		3c	
(2) Hospital Employee Health Program (HEHP)							1a		2b		3c	
(3) Occupational Health							1a		2b		3c	
(4) Epidemiology							1a		2b		3c	
(5) Sanitation							1a		2b		3c	
(6) MITS / PHA							1a		1a		1a	
7. Resource Management:												
TR: AFMD 5313, Public Health; AFI 36-2110, Assignments; AFI 65-601, Volume 1, Budget Guidance and Procedures; AFI 65-601, Volume 2, Budget Management for Operations.												
a. Supplies and equipment												
(1) Prepare requests for issue and turn-in of supplies and equipment							-			-	-	
(2) Duties and responsibilities for maintenance of supplies and equipment							-			-	-	
b. Prepare budget							-			-	b	
c. Use Public Health manpower standard to determine personnel requirements							-			-	b	
d. Know how the assignment system works							-			-	b	
e. Understand and maintain Public Health metrics							-			-	-	
8. Biological and Physical Sciences:												
TR: Disorders of the Immune System, Damon Clinical Laboratories, Damon Corporation, MA, 1992; The Biology of the Immune Response, JAMA, Vol 258, No. 20, Nov 1987; Understanding the Immune System, NIH, Publication No. 90-529, 1990; Anthony, Basic Concepts in Anatomy and Physiology; Philadelphia; J.B. Lippincott Co., 1983; Crouch, Human Anatomy and Physiology, 2nd edition; Dorlands Illustrated Medical Dictionary, 25th edition, W.B. Saunders Co., 1979; Frobisher and Fuerst, Microbiology in Health and Disease; Guyton, Medical Physiology; Marieb, Essentials of Human Anatomy and Physiology, 5th edition, 1997; O'Keefe, Biology; Smith/Roohk, Introducing Biology.												
a. Fundamentals of microbiology							A			B	-	
b. Fundamentals of chemistry							A			B	-	
c. Anatomy, physiology, and pathology of the human body							A			B	-	
9. Medical Entomology:												
TR: AFI 32-1053, Pest Management Program; AFI 32-1074, Aerial Dispersal of Pesticides; AFI 48-102, Medical Entomology Program; AFI 48-104, Medical and Agricultural Foreign and Domestic Quarantine Regulations for Vessels, Aircraft and Other Transports of the Armed Forces; Armed Forces Pest Management Board (AFPMB), Technical Information Memorandum (TIM) 24 - Contingency Pest Management Pocket Guide, 4th Ed.; Borror, DeLong and Triplehorn, An Introduction to the Study of Insects, 6th Ed.; Harwood & James, Entomology in Human and Animal Health, 7th Ed, AFPMB TIM 36, Personal Protective Techniques Against Insects and Other Arthropods of Military Significance, USDA, USDA Agricultural Handbook No. 500, Stored-Grain Pests, USDA, Animal and Plant Health Inspection Service Training for Military Cooperators Training Guide, Olkowski; etal., Common Sense Pest Control, 1st ed.												
a. Functions and responsibilities in medical entomology							A			B	-	

1. Tasks, Knowledge and Technical References	2. Core Tasks	3. Certification for OJT					4. Proficiency Codes Used to Indicate Training / Information Provided (See Note)					
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
b. Fundamentals of identification							A			B	-	
c. Fundamentals of medical entomology in military operations												
(1) Biology of selected arthropods and rodents							A			B	-	
(2) Conduct disease and pest vector surveillance	*						-			b	-	
(a) Determine surveillance needs							A			B	-	
(b) Set-up collection sites and traps							2b			b	-	
(c) Collect and sort specimens							2b			b	-	
(d) Analyze collection results							-			-	-	
(3) Make recommendations for prevention and control of vectors and pests	*						a			b	-	
(4) Make recommendations for personal protection measures	*						b			b	-	
(5) Process shipment for identification of pests							2b			b	-	
(6) Evaluate effectiveness of base level pest management program							-			-	-	
d. Military Quarantine												
(1) Functions and responsibilities of Public Health												
(a) Pests, agricultural / animal disease and crop destroyers							A			-	-	
(b) Sewage and garbage disposal							A			-	-	
(2) Military quarantine inspection program requirements												
(a) Conduct retrograde materiel clearance							A			-	-	
(b) Conduct the disease quarantine program							A			-	-	
10. Medical Records:												
TR: AFI 37-132, Air Force Privacy Act Program; AFI 41-210, Patient Administration Functions.												
a. Medical Ethics / Privacy Act implications							B			B	-	
b. Make record entries	*						2b			b	-	

1. Tasks, Knowledge and Technical References	2. Core Tasks	3. Certification for OJT					4. Proficiency Codes Used to Indicate Training / Information Provided (See Note)					
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
c. Basic medical terminology							A			B	-	
d. Documentation associated with:												
(1) Communicable Diseases							1a			B	-	
(2) Occupational Health							a			B	-	
11. Principles of Epidemiology:												
TR: CDC Course 3030-G, Principles of Epidemiology, Kelsey, et. Al., Methods in Observational Epidemiology, 1986, Last, Maxcy-Rosenau Public Health and preventive Medicine, 11th edition, New York; Appleton Century Crofts, 1980, Mausner & Kramer, Epidemiology, an Introductory Text, 2nd Edition, Philadelphia: W.B. Saunders Co., 1985.												
a. Functions and responsibilities of Public Health							A			B	B	
b. Agent, host and environmental factors							B			B	-	
c. Principles of biostatistics							B			B	B	
(1) Compile and maintain data							b			b	c	
(2) Identify and evaluate trends							b			B	c	
d. Conduct epidemiological investigations	*						1b			b	2b	
e. Perform risk assessments and report findings	*						a			b	b	
12. Principles of Communicable Disease Control:												
TR: AFI 34-701, Child Development Programs; AFI 44-108, Infection Control Program; AFI 48-105, Control of Communicable Diseases; AFI 48-106, Prevention and Control of Sexually Transmitted Diseases; AFI 48-110, Immunizations and Chemoprophylaxis; AFI 48-115, Tuberculosis Detection and Control Program; AFI 48-135, Human Immunodeficiency Virus Program; AFJI 48-131, Veterinary Health Services; Annual CDC Rabies Surveillance Summary; Benenson, A.S. Control of Communicable Diseases Manual, 16th edition; CDC – STD Treatment Guidelines; CDC Guidelines: Nosocomial Infections; Defense Intelligence Agency (DIA) – Handbook of Diseases of Military Importance.												
a. Communicable Diseases												
(1) Sexually transmitted diseases							B			B	-	
(2) Rabies							B			B	-	
(3) Hepatitis							B			B	-	
(4) HIV							B			B	-	
(5) TB							B			B	-	
(6) Other diseases							A			B	-	
b. Modes of Transmission												
(1) Direct							A			B	-	
(2) Indirect							A			B	-	
(3) Airborne							A			B	-	
c. Principles of Immunology							A			B	-	
d. Prophylaxis / treatment							A			B	-	

1. Tasks, Knowledge and Technical References	2. Core Tasks	3. Certification for OJT					4. Proficiency Codes Used to Indicate Training / Information Provided (See Note)					
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
e. Conduct communicable disease intervention							A			B	-	
(1) Interview patients	*						2b			b	-	
(2) Educate patients on disease prevention and control	*						b			b	-	
f. Monitor treatment and control for communicable diseases	*						b			b	-	
g. Update and complete records or forms							a			b	-	
(1) Tuberculosis detection and control							a			b	-	
(2) Sexually transmitted diseases							a			b	-	
h. Monitor animal bite program							a			b	-	
(1) Documentation							a			b	-	
(2) Patient management							a			b	-	
13. Occupational Health:												
TR: ACGIH OEL Handbook; AFI 48-108, Cold Injury; AFI 91-204, Investigating and Reporting US Air Force Mishaps; AFI 91-301, Air Force Occupational and Environmental Safety, Fire Prevention and Health (AFOSH) Program; AFOSH STD 48-1, AFOSH STD 48-8, Controlling Exposures to Hazardous Materials; AFOSH STD 48-19, Hazardous Noise Program; Respiratory Protection Program; AFOSH STD 91-31, Personal Protective Equipment; AFOSH STD 91-66, General Industrial Operations; AFOSH STD 161-17, Standardized Occupational Health Program; AFOSH STD 161-20, Hearing Conservation Program; AFOSH STD 161-21, Hazard Communication; AFOSH STD 161-21.1G, Department of Defense Federal Hazard Communication Training Program, Trainer's Guide, April 1988; AFOSH STD 161-9, Exposure to Radiofrequency Radiation; 29 CFR 1910.1030, Prevention of Occupational Exposure to Bloodborne Pathogens; DoDI 6055.5-M, Occupational Medical Surveillance Manual; Casarett and Doull's, Toxicology, 2nd ed., 1980; Olishifski, et al., Fundamentals of Industrial Hygiene, 2nd edition, 1983; Putz-Anderson, V. (Ed): Cumulative Trauma Disorders: A Manual for Musculoskeletal Diseases of the Upper Limbs, New York: Taylor & Francis, 1988; Rogers, S. W. (Ed): Ergonomic Design for People at Work, Vols 1 and 2, New York: Van Nostrand Reinhold, 1986; Working Safely in Gamma Radiography, Office of Nuclear Regulatory Commission, 1986; Zenz, Occupational Medicine; Paul, Occupational and Environmental Reproductive Hazards; Parker, et al, Cumulative Trauma Disorders – Current Issues and Ergonomic Solutions: A System Approach, Lewis Publishers 1992; AL/OE-TR-1996-0158, USAF Armstrong laboratory, Preventing Work-Related Musculoskeletal Illnesses .through Ergonomics: The Air Force Premier Program.												
a. Functions and responsibilities of Public Health							A			B	C	
b. Basics of industrial operations												
(1) Toxicology							A			B	-	
(2) Potential occupational hazards												
(a) Chemical							A			B	-	
(b) Physical							A			B	-	
(c) Biological							A			B	-	
(d) Ergonomics							A			B	B	
(3) Determine occupational health education requirements	*						b			b	c	
(a) Perform occupational health shop visits							a			b	-	
(b) Evaluate worker OSHA education and training							a			b	-	

1. Tasks, Knowledge and Technical References	2. Core Tasks	3. Certification for OJT					4. Proficiency Codes Used to Indicate Training / Information Provided (See Note)					
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
(4) Conduct occupational safety and health education	*						a			b	-	
(a) Personal hygiene							-			-	-	
(b) Occupational hazards							b			b	-	
(c) Hazard communication / material safety data sheets (MSDS)							b			b	-	
(d) Personal protective equipment							b			b	-	
(e) Ergonomics							A			B	-	
(f) MTF occupational / standard precautions							A			B	-	
(g) Fetal protection / reproductive health							A			B	-	
(5) Maintain Public Health portion of industrial case file	*						1b			b	-	
c. Occupational illness and injury												
(1) Distinguish between illnesses and injuries							a			b	-	
(2) Investigate occupational illnesses	*						a			b	-	
(3) Report occupational illnesses							a			b	-	
(4) Conduct occupational illness trend analysis							a			b	-	
d. Hearing conservation												
(1) Physical properties of sound							B			B	-	
(2) Documentation of noise exposed personnel							B			B	-	
(3) Select, fit and educate on protective devices	*						2b			b	-	
(4) Standard Threshold Shifts												
(a) Identification							B			B	-	
(b) Follow-up							B			B	-	
e. Medical treatment facility / base employee health program												
(1) Evaluation of exposure to bloodborne pathogens							A			B	-	
(2) Monitor immune status and make recommendations							b			-	-	

1. Tasks, Knowledge and Technical References	2. Core Tasks	3. Certification for OJT					4. Proficiency Codes Used to Indicate Training / Information Provided (See Note)					
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
f. Conduct fetal protection / reproductive health programs												
(1) Fundamentals of the program							A			B	-	
(2) Interview workers							b			b	-	
(3) Assess risks to worker in work environment							b			b	-	
g. Occupational exam development	*						a			b	2b	
(1) Review exposure data							a			b	2b	
(2) Determine regulatory requirements							a			b	2b	
(3) Identify target organs							a			b	2b	
(4) Recommend occupational exams							a			b	2b	
(5) Monitor occupational exam scheduling and completion							a			b	-	
(6) Conduct occupational health exam trend analysis							a			b	-	
h. Investigate indoor air quality complaints							a			-	-	
14. Food Safety:												
TR: Jay, Modern Food Microbiology, 5th ed, Chapman & Hall, 1996; Potter and Hotchkiss, Food Science, 5th ed, Chapman & Hall, 1995; Hubbert et al., Food Safety and Quality Assurance--Foods of Animal Origin, 2nd ed, Iowa State University Press, 1996; Cliver, Foodborne Diseases, Academic Press, Inc., 1990; Murano, Food Irradiation--A Sourcebook, Iowa State University Press, 1995; Olson, Irradiation of Food, Food Technology, Vol 52, No 1, January 1998.												
a. Food chemistry and microbiology												
(1) Temperature							B			B	-	
(2) Irradiation							B			B	-	
(3) Water activity							B			B	-	
(4) pH, oxidation-reduction potential and organic acids							B			B	-	
(5) Preservation techniques, food packaging, and antimicrobial properties							B			B	-	
(6) Gases							B			B	-	
(7) Food pathogens							B			B	-	
b. Causes of food deterioration / spoilage							A			B	-	
(1) Meat products							A			B	-	
(2) Waterfood products							A			B	-	

1. Tasks, Knowledge and Technical References	2. Core Tasks	3. Certification for OJT					4. Proficiency Codes Used to Indicate Training / Information Provided (See Note)					
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
(3) Egg products												
(4) Dairy products							A			B	-	
(5) Fresh fruits and vegetables							A			B	-	
(6) Semi-perishables							A			B	-	
c. Principles and techniques of storing							A			B	-	
(1) Semi-perishables							A			B	-	
(2) Perishables							A			B	-	
d. Approved Sources of Food:												
TR: AFI 48-116, Food Safety Program; DSCP Handbook 4155.2 and Appendixes; U.S. Army VETCOM Circular 40-1, Directory of Sanitarily Approved Food Establishments for Armed Forces Procurement; Joint Receipt Food Inspection Manual; Joint Surveillance Food Inspection Manual; DoD 4145.19-R-1, Storage and Material Handling; DeCA Directives 40-3 through 40-6; DeCA Contract Quality Assurance Provisions; ¼" Trim Boxed Beef Inspection Guide, USDA Meat and Poultry Inspection Directory; Interstate Certified Shellfish Shippers List; Interstate Milk Shippers List; US Department of Commerce Approved List of Fish Establishments and Products; Dairy Plants Surveyed and Approved for USDA Grading Service; Natick Guide to the Salvage of Foods Exposed to Refrigeration Failure (Air Force version, 1997); Guidelines for Evaluation and Disposition of Damaged Canned Food Containers, Bulletin 38-L, 3rd ed, National Food Processors Association												
(1) Identify foods that require approved source listings							B			-	-	
(2) Use approved source listing	*						2b			b	-	
(a) Meat products							2b			-	-	
(b) Poultry products							2b			-	-	
(c) Waterfood products							2b			-	-	
(d) Dairy products							2b			-	-	
(e) Bakery products							2b			-	-	
(f) Locally approved source listing							2b			b	-	
(3) Federal, state inspection agency markings, grades and legends associated with food							A			B	-	
e. Food inspection manuals and directives							2b			b	-	
f. Temperature monitoring	*						2b			b	-	
g. Perform inspections for stored product pests							b			b	-	
h. Evaluate safety of foods on receipt												
(1) Perform receipt inspection of foods	*						2b			b	-	
(2) Prepare food safety provisions for local contracts							a			-		

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		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
(3) Complete inspection reports							1a			-	-	
i. Evaluate safety of foods during storage	*									-	-	
(1) Perform surveillance inspections							b			b	-	
(2) Prepare Food Quality Reports (DECA Form 40-45)	*						b			b	-	
(3) Perform ALFOODACT investigations	*						b			b	-	
j. Operational Rations	*											
(1) Purpose and terminology							B			B	-	
(2) Use inspection handbook							2b			b	-	
(3) Perform inspection							2b			b	-	
(4) Complete inspection reports							2b			b	-	
(5) Prepare disposition instructions							b			b	-	
(6) Manage operational rations inspection program							a			b	-	
k. Utilization / disposition of food	*						a			b	-	
l. Inspect damaged / distressed food items	*						b			b	-	
m. Laboratory Procedures:												
TR: DoD Veterinary Laboratory Sample Submission Guidelines, Ft Sam Houston, TX; Compendium of Methods for the Microbial Examination of Foods, American Public Health Association, 1992.												
(1) Fundamentals of microbiological testing							A			B	-	
(2) Collect food samples							b			b	-	
(3) Prepare food samples for shipment							b			b	-	
(4) Forward food samples to laboratory for analysis							b			-	-	
(5) Perform sensory analysis of food samples							b			-	-	
(6) Perform pH analysis of food samples							b			-	-	
(7) Recommendations based on analysis							b			-	-	

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		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
n. Perform sanitation evaluations of food processing, storage, and serving facilities:	*						1a			b	-	
TR: AFI 48-116, Food Safety Program; AFI 48-117, Public Facility Sanitation; AFI 34-701, Child Development Programs; 1997 FDA Food Code (with Air Force changes); McSwane et al., Essentials of Food Safety and Sanitation, Prentice Hall, 1998; HACCP Reference Book, National Restaurant Association, 1993; HACCP-Regulatory Applications in Retail Food Establishments, 2nd ed, FDA, 1997.												
(1) Purpose and definitions							A			B	-	
(2) Management and personnel							A			B	-	
(a) Supervision							A			B	-	
(b) Employee Health							A			B	-	
(c) Personal cleanliness							A			B	-	
(d) Hygienic practices							A			B	-	
(3) Food												
(a) Characteristics							A			B	-	
(b) Sources, specifications, and original containers and records							A			B	-	
(c) Protection from contamination after receiving							A			B	-	
(d) Destruction of organisms of public health concern							A			B	-	
(e) Limitations of growth of organisms of public health concern							A			B	-	
(f) Food identity, presentation and on-premises labeling							A			B	-	
(g) Contaminated food							A			B	-	
(h) Special requirements for highly susceptible populations							A			B	-	
(4) Equipment, utensils and linens												
(a) Materials for construction and repair							A			B	-	
(b) Design and construction							A			B	-	
(c) Numbers and capacities							A			B	-	
(d) Location and installation							A			B	-	
(e) Maintenance and operation							A			B	-	
(f) Cleaning of equipment and utensils							A			B	-	

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		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
(g) Sanitization of equipment and utensils							A			B	-	
(h) Laundering							A			B	-	
(i) Protection of clean items							A			B	-	
(5) Water, plumbing and waste												
(a) Water							A			B	-	
(b) Plumbing system							A			B	-	
(c) Mobile water tank and mobile food establishment water tank							A			B	-	
(d) Sewage, other liquid waste and rain water							A			B	-	
(e) Refuse, recyclables and returnables							A			B	-	
(6) Physical facility												
(a) Materials for construction and repair							A			B	-	
(b) Design, construction and installation							A			B	-	
(c) Numbers and capacities							A			B	-	
(d) Location and placement							A			B	-	
(e) Operation and maintenance							A			B	-	
(7) Poisonous or toxic materials												
(a) Labeling and identification							A			B	-	
(b) Operational supplies and application							A			B	-	
(c) Stock and retail sale							A			B	-	
(8) Compliance and enforcement												
(a) Code applicability							A			B	-	
(b) Plan submission and approval							A			B	-	
(c) Medical evaluations of food facilities							A			B	-	
(9) Foodhandler knowledge and training												
(a) Review training for employees and supervisors							a			b	-	
(b) Conduct foodhandler and supervisor training							b			b	-	

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		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
(10) Perform evaluations of off-base food processing, storage and serving facilities							a			b	-	
(11) Perform trend analysis for facility sanitation							a			b	-	
(12) HACCP							A			B	-	
o. Public Facilities												
(1) Fundamentals of public facility sanitation							A			B	-	
(2) Perform evaluations of public facilities	*											
(a) Barber and beauty shops							1a			b	-	
(b) Child development center							1a			b	-	
(c) Family day care homes							a			b	-	
(d) Contract quarters							a			b	-	
(e) Other public facilities							a			b	-	
(3) Develop local inspection requirements / procedures							-			-	-	
p. Perform public health evaluations of aircraft												
(1) Military							a			b	-	
(2) Civilian contract							a			b	-	
q. Prepare written reports	*						1a			b	-	
(1) Make recommendations regarding public health evaluations							1a			b	-	
(2) Use evaluation findings to rate facilities							1a			b	-	
r. Management of facility sanitation program							A			B	-	
s. Conduct foodborne / waterborne disease outbreak investigations	*						B			B	B	
TR: Procedures to Investigate Foodborne Illness, 4th ed, International Association of Food, Milk and Environmental Sanitarians; Bryan, et al., Surveillance for Foodborne Disease Parts I & II (Vol 60, No 5) and Parts III & IV (Vol 60, No 6), Journal of Food Protection, 1997; Procedures to Investigate Waterborne Illness, 2nd ed, International Association of Food, Milk and Environmental Sanitarians.												

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		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
15. Contingency Operations:												
TR: AFPAM 10-219v1, Contingency & Disaster Planning; AFPAM 10-219v2, Pre Attack & Pre Disaster Preparations; AFPAM 10-219v3, Post Attack & Post Disaster Procedures; AFPAM 10-219v5, Bare Base Conceptual Planning Guide; AFH 10-222v1, Guide to Bare Base Development; AFH 10-222v2, Guide to Bare Base Assets; AFH 10-222v4, Environmental Guide for Contingency Operations; AFI 10-402, Mobilization Planning; AFI 10-403, Deployment Planning; AFI 10-404, Base Support Planning; AFI 23-226, Chemical Warfare Defense Equipment; AFJI 23-504, Radioactive Commodities in the DoD Supply System; AFI 24-405, Department of Defense Foreign Clearance Guide; AFI 25-101, WRM Program Guidance; AFJI 31-304, Enemy Prisoner of War, Retained Personnel, Civilian; AFI 32-4001, Disaster Preparedness Planning & Ops; AFJMAN 32-4003, Technical Aspects of Biological Defense; AFJMAN 32-4004, Emergency Response Operations; AFMMAN 32-4005, Personnel Protection & Attack Actions (MOPP); AFJMAN 32-4006, Manual for Mask Confidence & Liquid Hazards; AFI 33-102, Command, Control, Communications, Computers & Intelligence (C41); AFMAN 34-243, Mortuary Affairs Program Procedures; AFI 34-501, Mortuary Affairs Program; AFI 36-2209, Survival & Code of Conduct Training; AFCAT 36-2223, USAF Formal Schools; AFI 36-2226, CATM Training Program; AFI 36-2238, Self Aid Buddy Care Training; AFI 41-106, Medical Readiness Planning & Training; AFI 41-301, Worldwide Aeromedical Evacuation; AFJMAN 44-149, Treatment of Chemical Agent Casualties and Conventional Chemical Injuries; AFJMAN 44-151, NATO Handbook on the Aspects of NBC Defense Operations **(AFMEDP6B)**; AFI 48-101, Aerospace Medicine Operations; AFI 48-102, Medical Entomology Program; AFI 48-104, Quarantine Regulations of the Armed Forces; AFI 48-110, Immunizations and Chemoprophylaxis; ACC Concept of Operations for the Wartime Medical Decontamination Team (WMDT); ***Many TO's are now on the Wright Patterson AF Publications Net*** (www.wpafb.af.mil); 00-5-1, AF Technical Order System; 00-5-2, Technical Order Distribution System; 00-110A-12, Operating Instructions, Anti-Contamination Ensemble; 11D1-1-111, Decontaminating Kit, Skin, Personal M-258A1 (on it's way out); 11H2-5-1, Detector Kit, Chemical Agent, Model ABC-M18A2; 11H2-14-5-1, Paper, Chemical Agent M-8, M-9; 11H2-2-31, ADM 300A, Radiological Detector; 11H2-20-1, Operations Manual, Chemical Agent Detector, M-256A1; 14S1-2-21, Decontaminating Kit Skin, M-291; 14P3-1-7, Toxicological Protective Apron, M-2; 14P3-1-141, Ground Crew Ensemble; 14P4-15-1, MCU-2/P Chemical Biological Mask; 14P4-1-151, C-2 Chemical Biological Canisters; DoD 5100.52M, Nuclear weapon Accident Response Procedures (NARP); FM 21-10, Field Sanitation and Hygiene; *FM 21-10-1, Unit Field Sanitation and Hygiene; FM 21-76, Survival; *NAVMED P-5010ch9, Preventive Medicine For Ground Forces; NAVMED P-5099, Venomous Snakes; *Note: Contained in AFMIC's MEDIC												
a. Team functions and responsibilities for Operations Other Than War (OOTW)							B			B	B	
										B	B	
b. Team functions and responsibilities for war							B					
c. Medical intelligence functions and responsibilities							A			b	-	
(1) Conduct deployment health risk assessments							a			-	-	
(2) Security vulnerabilities associated with medical intelligence (OPSEC, COMSEC, etc.)							-			-	-	
d. Training												
(1) Conduct patient decontamination training	*						a			b	-	
(2) Conduct field sanitation and hygiene training	*						a			b	-	
(3) Conduct deployment health threat briefing	*						2b			b	-	
e. Recommend site selection for placement and construction of:	*											
(1) Living areas							a			b	-	
(2) Food facilities							a			b	-	
(3) Medical treatment facility							a			b	-	

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		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
(4) Latrines, showers, and handwashing facilities							a			b	-	
(5) Patient decontamination facility							a			b	-	
(6) Waste and refuse disposal facilities							a			b	-	
f. Determine safe sources of food and make recommendations for protection	*						a			b	-	
g. Determine safe sources of water and make recommendations for protection and storage	*						a			b	-	
h. Determine potability of drinking water in field / deployed settings	*						1a			b	-	
i. Perform sanitary inspection of field operations	*						a			b	-	
j. Perform medical entomology functions	*						1a			b	-	
k. Conduct field epi surveillance and report data	*						a			-	-	
l. Conduct PRE / POST deployment health screening	*						a			-	-	
m. Infectious diseases of war							A			B	-	
n. After actions report							-			-	b	
o. Nuclear, biological or chemical environment operations												
(1) Characteristics of:												
(a) Nuclear agents							A			B	-	
(b) Biological agents							A			B	-	
(c) Chemical agents							A			B	-	
(2) Detect presence of nuclear fallout / radioactive particles	*						A			B	-	
(a) Equipment used for detection							b			b	-	
(b) Maintain equipment							b			-	-	
(c) Perform operational check on equipment							b			-	-	
(3) Detect and identify biological agents via epi surveillance	*						A			B	-	

1. Tasks, Knowledge and Technical References	2. Core Tasks	3. Certification for OJT					4. Proficiency Codes Used to Indicate Training / Information Provided (See Note)					
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
(4) Detect and identify chemical warfare agents	*						A			B	-	
(a) Equipment used for detection							b			b	-	
(b) Maintain equipment							b			-	-	
(c) Perform operational check on equipment							b			-	-	
(5) Assemble / disassemble decontamination sites	*						a			b	-	
(6) Identify decontamination procedures for:	*											
(a) Radiological contamination							a			b	-	
(b) Biological contamination							a			b	-	
(c) Chemical contamination							a			b	-	
(7) Perform decontamination of:	*											
(a) Medical personnel							2b			b	-	
(b) Equipment							2b			b	-	
(c) Facilities							b			B	-	
(d) Casualties							b			B	-	
(8) Select, use, and maintain NBC personal protective equipment	*						2b			b	-	

Section B - Course Objective List

5. **Measurement:** Each objective is indicated as follows: W indicates task or subject knowledge which is measured using a written test, *P indicates required task performance which is measured with a performance progress check, and *P/W indicates separate measurement of both knowledge and performance elements using a written test and a performance progress check.

6. **Standard:** The standard is 70% on written examinations. Standards for performance measurement are indicated in the objective and delineated on the individual progress checklist. Instructor assistance is provided as needed during the progress check, and students may be required to repeat all or part of the behavior until satisfactory performance is attained.

7. **Proficiency Level**: Most task performance is taught to the "2b" proficiency level which means the students can do most parts of the task, but does need assistance on the hardest parts of the task (partially proficient). The student can also determine step by step procedures for doing the task.

8. **Course Objective**: These objectives are listed in the sequence taught by Block of Instruction.

8.1. **Initial Skills Course:** Public Health Apprentice (B3ABY4E031-001)

8.1.1. **Block I, Administration and Training:**

UNIT OF INSTRUCTION: Mission and Organization of the USAF Medical Service and Public Health
STS REFERENCE: 1a,b,c MEASUREMENT: W
OBJECTIVE: Know the mission and organization of the USAF Medical Service, the Aerospace Medical Squadron, and Public Health.
SAMPLES OF BEHAVIOR:
1. Identify the mission of the USAF Medical Service.
2. Identify the organizational structure of the Medical Service.
3. Identify terms that describe the medical organization.
4. Identify the mission of Public Health.

UNIT OF INSTRUCTION: Career Ladder Progression
STS REFERENCE: 2a,b,c MEASUREMENT: W
OBJECTIVE: Identify the requirements for career progression and the duties within each skill level of the 4E0X1, Public Health Air Force Specialty.
SAMPLES OF BEHAVIOR:
1. Select terms that describe the duties and responsibilities of the 4E031/4E051/4E071 and 4E001 Public Health skill levels.
2. Select basic facts about enlisted specialty training.

UNIT OF INSTRUCTION: Medical Ethics
STS REFERENCE: 10a MEASUREMENT: W
OBJECTIVE: Comprehend the basic concepts of medical ethics and privacy act information.
SAMPLES OF BEHAVIOR:
1. Explain the procedures used to ensure patient confidentiality.
2. Identify the information contained under the privacy act.
3. Outline the implications of violating medical ethics and privacy act information.

UNIT OF INSTRUCTION: Communication Skills
STS REFERENCE: 3a MEASUREMENT: W
OBJECTIVE: Know the principles and elements of effective communication.
SAMPLES OF BEHAVIOR:
1. Identify the four basic elements of the communication process.
2. List the basic principles of effective verbal and non-verbal communication.
3. Identify barriers to effective communication.
4. Define listening and learning.
5. Describe the learning and listening processes.

UNIT OF INSTRUCTION: Effective Writing
STS REFERENCE: 3b, 3b(3) MEASUREMENT: W/PC
OBJECTIVE: Know basic facts and terms about Air Force effective writing.
SAMPLES OF BEHAVIOR:
1. List the steps of Effective Writing.
2. Match steps of Effective Writing with their components.
3. Identify passive versus active voice in effective writing.

UNIT OF INSTRUCTION: Introduction to computers and database management
STS REFERENCE: 6a,b,c MEASUREMENT: P
OBJECTIVE(S):
1. Know basic microcomputer terms and operating system commands.
2. Comprehend basic computer skills involved in Microsoft Windows and Microsoft DOS navigation.
3. Comprehend the basic skills required to utilize Microsoft Word for simple word processing tasks.
4. Comprehend the basic skills required to build presentations in Microsoft PowerPoint.
SAMPLES OF BEHAVIOR:
1. Demonstrate a basic understanding of microcomputer terms and operating systems.
2. Demonstrate a basic working knowledge of the navigation commands used in MS DOS and MS Windows.
3. Demonstrate the ability to create and print simple documents in Microsoft Word.
4. Demonstrate the ability to build a simple presentation in Microsoft PowerPoint.

UNIT OF INSTRUCTION: Preparing and Presenting Lesson Plans
STS REFERENCE: 3c(1-2) MEASUREMENT: W/P
OBJECTIVE: Know the principles of developing lesson plans and presenting lectures.
SAMPLES OF BEHAVIOR:
1. Identify the purpose and steps in developing lesson plans.

2. Identify the different methods of instruction.
3. Define the types of verbal support.
4. Identify the purpose of instructional aids.
5. Match types of instructional aids with the advantages they offer.
6. Identify the proper placement of information within a lesson plan.

UNIT OF INSTRUCTION: Operating Instructions
STS REFERENCE: 5d MEASUREMENT: W
OBJECTIVE: Know the functions, uses, and characteristics of office operating instructions.
SAMPLES OF BEHAVIOR:
1. List four primary functions of office operating instructions.
2. Identify the specific uses for office operating instructions.
3. Identify the characteristics of office operating instructions.

UNIT OF INSTRUCTION: Medical Records
STS REFERENCE: 10b MEASUREMENT: W
OBJECTIVE: Know the procedures for documenting the SF 600, Chronological Record of Medical Care, and know which office is OPR for medical records. * See Unit 2 for performance requirement.
SAMPLES OF BEHAVIOR:
1. State the correct procedures for making medical record entries.
2. Identify the parts of the "SOAP" format and define when each is used.
3. Identify which office is responsible for release of medical records.

UNIT OF INSTRUCTION: Medical Records Progress Check
STS REFERENCE: 10b, 10d MEASUREMENT: P
CRITERION OBJECTIVE: Given basic patient information from medical record entries/interviews, identify and create a sample "subjective," "objective," "assessment," and "plan" statement.

8.1.2. **Block II, Biological and Physical Sciences:**

UNIT OF INSTRUCTION: Medical Terminology
STS REFERENCE: 10c MEASUREMENT: W
OBJECTIVE: Know the common terminology encountered in an Air Force Medical Treatment Facility.
SAMPLES OF BEHAVIOR:
1. Match the medical prefixes, roots, and suffixes with their definitions.
2. Identify the basic medical symbols.

UNIT OF INSTRUCTION: Fundamentals of Microbiology
STS REFERENCE: 8a MEASUREMENT: W
OBJECTIVE: Know classification characteristics of microorganisms and differences between them.
SAMPLES OF BEHAVIOR:
1. Identify characteristics of the different types of microorganisms: bacteria, virus, protozoa, fungi, algae.
2. Identify the environmental factors that influence microbial growth: physical, chemical.
3. Identify the factors that control microbial growth.

UNIT OF INSTRUCTION: Fundamentals of Chemistry
STS REFERENCE: 8b MEASUREMENT: W

OBJECTIVE: Know the basic fundamentals of chemistry.
SAMPLES OF BEHAVIOR:
1. Match the terms associated with chemistry to their definition.
2. Identify the basic structure of atoms.
3. Identify the different ways atoms form molecules.
4. Define inorganic compounds and organic compounds.
5. Match the biochemical component terms [carbohydrates, lipids (triglycerides and hormones), proteins, nucleic acids] with their definitions.

UNIT OF INSTRUCTION: Introduction to Anatomy and Physiology
STS REFERENCE: 8c MEASUREMENT: W
OBJECTIVE: Know basic terms/definitions of human anatomy and physiology.
SAMPLES OF BEHAVIOR:
1. Define "anatomy" and "physiology".
2. Match terms that describe body orientation.

UNIT OF INSTRUCTION: Skeletal System
STS REFERENCE: 8c MEASUREMENT: W
OBJECTIVE: Know the anatomy, physiology, and selected pathology of the human skeletal system.
SAMPLES OF BEHAVIOR:
1. List the major bones of the appendicular skeleton.
2. List the major bones of the axial skeleton.
3. Describe bone formation and bone repair processes.
4. Name the primary functions of bones, bone marrow, and joints.

UNIT OF INSTRUCTION: Muscular System
STS REFERENCE: 8c MEASUREMENT: W
OBJECTIVE: Know the anatomy, physiology, and selected pathology of the human muscular system.
SAMPLES OF BEHAVIOR:
1. Identify the function of muscles.
2. Select correct statements about the types of muscles.
3. Choose correct statements about muscle characteristics.
4. Identify selected pathologic conditions of muscles.

UNIT OF INSTRUCTION: Digestive System
STS REFERENCE: 8c MEASUREMENT: W
OBJECTIVE: Know the anatomy, physiology, and selected pathology of the human digestive system.
SAMPLES OF BEHAVIOR:
1. Identify the structure and function of the human digestive system.
2. Select correct statements about pathology of the human digestive system.

UNIT OF INSTRUCTION: Immune System
STS REFERENCE: 8c MEASUREMENT: W
OBJECTIVE: Know the structure and function of the human immune system.
SAMPLES OF BEHAVIOR:
1. Identify functions of the cells (T-Cells, B-Cells, Macrophages) of the immune system, antigens, and antibodies.
2. Match types of immunity with their characteristics.

3. Define allergy, antigens, and antibodies.

UNIT OF INSTRUCTION: Circulatory System
STS REFERENCE: 8c MEASUREMENT: W
OBJECTIVE: Know the anatomy, physiology, and selected pathology of the human circulatory system.
SAMPLES OF BEHAVIOR:
1. List the primary structures and functions of the human circulatory system.
2. Define myocardial infarct, shock, pericardium, arteries, veins, sinoatrial node and hemoglobin.
3. State where the carotid, radial, and femoral pulses can be palpated.

UNIT OF INSTRUCTION: Respiratory System
STS REFERENCE: 8c MEASUREMENT: W
OBJECTIVE: Know the anatomy, physiology, and selected pathology of the human respiratory system.
SAMPLES OF BEHAVIOR:
1. Define "internal respiration" and "external respiration".
2. Identify selected diseases of the respiratory system caused by bacterial, viral, or chemical agents.
3. Identify the structure and function of the respiratory system.
4. Name the primary protective mechanisms of the respiratory system.

UNIT OF INSTRUCTION: Reproductive System and Genetics
STS REFERENCE: 8c MEASUREMENT: W
OBJECTIVE: Know the anatomy, physiology, and selected pathology of the human reproductive system and genetics.
SAMPLES OF BEHAVIOR:
1. Identify the structure and function of the male and female reproductive tracts.
2. Match components of human genetics with their function.
3. Select correct statements about the mechanisms of inheritance.
4. Identify specific pathologies of the reproductive and genetic systems.

UNIT OF INSTRUCTION: Nervous System/Special Senses
STS REFERENCE: 8c MEASUREMENT: W
OBJECTIVE: Know the anatomy, physiology, and selected pathology of the nervous system and special senses.
SAMPLES OF BEHAVIOR:
1. Define the following terms: Schwann cells, dendrites, synapse, meninges, and neuron.
2. Select correct statements about CNS exposure to organophosphate pesticides, rabies, measles, and botulism.
3. Match the following terms with their definition: sclera, organ of corti, inner ear, tympanic membrane, receptor cells for vision, taste, and smell.
4. Know the differences between conductive and sensorineural deafness.
5. List the functions of the skin.

8.1.3 **Block III, Epidemiology / Communicable Disease:**

UNIT OF INSTRUCTION: Communicable Diseases
STS REFERENCE: 11a, 12a(1-6) MEASUREMENT: W
OBJECTIVE: Describe Public Health's (PH) role in communicable disease control, the essential elements for the spread of diseases, and the principles of prevention and control.

SAMPLES OF BEHAVIOR:
1. List PH's responsibilities for the control of communicable diseases (according to AFI 48-105).
2. List and define the six essential elements for the spread of disease.
3. Define: infectivity, pathogenicity, virulence, host immunity, immune, susceptible, period of communicability, prevention, and control.
4. Define: isolation, quarantine, risk factors, carrier, contact, incubation period.
5. List the different types of direct, indirect and airborne modes of transmission.
6. State the most effective way to control the spread of communicable diseases.
7. Identify ways to break the chain of infection.

UNIT OF INSTRUCTION: Biostatistics
STS REFERENCE: 11d, 11d(1), 11d(2) MEASUREMENT: W
OBJECTIVE: Know the sources of information needed to compute biostatistics and describe how to tabulate them.
SAMPLES OF BEHAVIOR:
1. Identify the areas within a Medical Treatment Facility that generate information needed to compute biostatistics.
2. Define non-effectiveness rate (NER), incidence rate (IR), prevalence rate (PR), hospital admission rate (HAR), and attack rate (AR), and describe procedures used to compute each.
3. Identify and evaluate trends when presented in a table, graph or chart format.
4. Identify measurements of central tendency (mean, median and mode).

UNIT OF INSTRUCTION: Principles of Epidemiology
STS REFERENCE: 11a, b MEASUREMENT: W
OBJECTIVE: Define basic epidemiology terminology and understand how epidemiology is used within Public Health.
SAMPLES OF BEHAVIOR:
1. Define: endemic, epidemic, epidemiology, pandemic.
2. Name the most useful host factor to describe occurrence and distribution of disease; state why it is so useful.
3. List the major PH responsibilities for epidemiology according to AFI 48-101 and 48-105 and state the main purpose of epidemiology common to all those responsibilities.
4. Identify the most useful epidemiologic variables used to organize data so it can be evaluated.

UNIT OF INSTRUCTION: Epidemiological Investigations
STS REFERENCE: lld, e MEASUREMENT: W
OBJECTIVE: Describe basic procedures and concepts in conducting epidemiological investigations.
SAMPLES OF BEHAVIOR:
1. State the primary objective in performing an epidemiological investigation.
2. Outline the steps in performing an epidemiological investigation.
3. Describe how to confirm the existence of an epidemic.

UNIT OF INSTRUCTION: Rabies Control Program
STS REFERENCE: 12a(2), 12h(1-2) MEASUREMENT: W
OBJECTIVE: Know Public Health's responsibilities for administering a rabies control and surveillance program and understand rabies epidemiology.
SAMPLES OF BEHAVIOR:
1. Explain the modes of transmission for rabies.

2. Identify the common reservoirs for rabies.
3. Identify the required quarantine procedures and responsibilities.
4. Select correct statements about preventive measures and treatment for rabies exposure.
5. Identify the procedures for preparing and routing animal bite reports.

UNIT OF INSTRUCTION: Tuberculosis Detection and Control
STS REFERENCE: 12a(5), 12g(1) MEASUREMENT: W
OBJECTIVE: Know the procedures for administering a tuberculosis (TB) detection and control program.

SAMPLES OF BEHAVIOR:
1. Describe the mode of transmission of tuberculosis.
2. Outline the development of tuberculosis in humans.
3. Identify the therapy options associated with reactors and converters.
4. Recognize the signs and symptoms of isoniazid (INH) toxicity.
5. Define the terms used in the TB Detection and Control Program.

UNIT OF INSTRUCTION: Tuberculosis Interviews
STS REFERENCE: 12e(1-2) MEASUREMENT: P
OBJECTIVE: Know the procedures involved in Tuberculosis Detection and Control Program interview process and be able to conduct an interview.
SAMPLES OF BEHAVIOR:
1. Identify the purpose of the Tuberculosis Detection and Control Program interview.
2. Recognize the procedures for conducting an effective Tuberculosis Detection and Control Program interview.
3. Given patient information, complete an AF Form 2453 and SF Form 600.

UNIT OF INSTRUCTION: Communicable Disease Interviews
STS REFERENCE: 12e(1-2) MEASUREMENT: P/W
OBJECTIVE: Know the procedures involved in the communicable disease interview process and be able to conduct an interview. Note: Interview performance will take place in Unit 17.
SAMPLES OF BEHAVIOR:
1. Identify the purpose of a communicable disease interview.
2. Recognize the procedures for conducting an effective interview.

UNIT OF INSTRUCTION: Introduction to Sexually Transmitted Diseases (STD)
STS REFERENCE: 12a(1) MEASUREMENT: None
OBJECTIVE: Introduce sexually transmitted diseases and encourage students to be open minded with regard to STDs and to be able to discuss in a patient's terms during an STD interview.
SAMPLE OF BEHAVIOR:
Define slang terms related to STDs.

UNIT OF INSTRUCTION: STD Prevention Exercise
STS REFERENCE: 12e(2) MEASUREMENT: P
OBJECTIVE: Describe appropriate behavioral and physical barrier methods of preventing STDs.
SAMPLES OF BEHAVIOR:
1. List steps in correctly applying and removing condoms.
2. Choose appropriate vs. inappropriate lubricants, physical barriers, behaviors for stopping transmission of STDs.

UNIT OF INSTRUCTION: Sexually Transmitted Diseases (STD)
STS REFERENCE: 12a(1), 12g(2) MEASUREMENT: W
OBJECTIVE: Know the Public Health responsibilities and the elements of an effective Sexually Transmitted Disease Control program.
SAMPLES OF BEHAVIOR:
1. Distinguish Public Health's responsibilities from other sections within a clinic/hospital.
2. Define the terms used in the STD control program.
3. Identify the lab tests given to STD patients.
4. Match the diseases with their signs and symptoms, treatment, follow-up (if applicable), causative agent, mode of transmission and complications.

UNIT OF INSTRUCTION: STD Interview Overview
STS REFERENCE: 12e(1-2) MEASUREMENT: P/W
OBJECTIVE: Know the procedures involved in interviewing patients seen for sexually transmitted diseases and be able to conduct an interview. Note: Interview performance will take place in Unit 17.
SAMPLES OF BEHAVIOR:
1. Identify the purpose of an STD interview.
2. Recognize the procedures for conducting an effective STD interview.
3. Given patient information, complete an SF Form 600.

UNIT OF INSTRUCTION: USAF HIV Program
STS REFERENCE: 12a(4)(c) MEASUREMENT: W
OBJECTIVE: Know the basic facts about HIV/AIDS and PH functions in the USAF HIV screening program.
SAMPLES OF BEHAVIOR:
1. State the body system HIV primarily affects.
2. Identify PH responsibilities in the HIV screening program.
3. Identify the routes of HIV transmission.
4. List methods of preventing HIV.
5. State the prevalence of HIV in the U.S.

UNIT OF INSTRUCTION: STD Interviews with Instructors
STS REFERENCE: 12e(1-2) MEASUREMENT: P/W
OBJECTIVE: Know the procedures involved in interviewing patients seen for sexually transmitted diseases and be able to conduct an interview.
SAMPLES OF BEHAVIOR:
1. Identify the purpose of an STD interview.
2. Recognize the procedures for conducting an effective STD interview.
3. Given patient information, complete an SF Form 600.

UNIT OF INSTRUCTION: Occupational Exposure to Bloodborne Pathogens
STS REFERENCE: 13e(1-2) MEASUREMENT: W
OBJECTIVE: Describe the scope of 29 CFR 1910.1030, Occupational Exposure to Bloodborne Pathogens.
SAMPLES OF BEHAVIOR:
1. List occupations covered by 29 CFR 1910.1030.
2. List training requirements covered by 29 CFR 1910.1030.
3. Identify the purpose of 29 CFR 1910.1030, Occupational Exposure to Bloodborne Pathogens.

UNIT OF INSTRUCTION: Introduction to ASIMS Epidemiology Program
STS REFERENCE: 6c(4) MEASUREMENT: P
OBJECTIVE(S): Gain a working knowledge of the Windows version of the Epidemiology Program, how to navigate and use it.
SAMPLE OF BEHAVIOR:
Demonstrate the ability to navigate through this program, add epidemiology events, edit records in the database and create reports using this program.

UNIT OF INSTRUCTION: Communicable Disease Presentations
STS REFERENCE: 3c(1-2), 12e(2) MEASUREMENT: PC
OBJECTIVE: Develop a lesson plan on a communicable disease topic and present the topic using USAFSAM checklists.
SAMPLES OF BEHAVIOR:
1. Develop a lesson plan on an approved communicable disease topic using the PC.
2. Present the lesson plan using the PC.

UNIT OF INSTRUCTION: Communicable Disease/Epidemiology Review
STS REFERENCE: N/A MEASUREMENT: N/A
OBJECTIVE: Apply acquired communicable disease and epidemiological knowledge using a question and answer game (Jeopardy) format.
SAMPLE OF BEHAVIOR: Provide the correct answers to randomly selected questions and situations.

8.1.4 **Block IV, Occupational Health:**

UNIT OF INSTRUCTION: Introduction to Air Force Occupational Safety and Health Programs/Standardized Occupational Health
STS REFERENCE: 1d, 13a MEASUREMENT: W
OBJECTIVE: Know the goal of the USAF Occupational Health Program and the responsibilities of organizations.
SAMPLES OF BEHAVIOR:
1. Identify the purpose and goal of the occupational health program.
2. Match the base level organizations with occupational health program responsibilities.

Recognize the following occupational health legislation: OSHAct; Public Contracts Act; DoD Guidance 6055.1
Identify personnel covered by AFOSH Std 161-17.

UNIT OF INSTRUCTION: Introduction to Industrial Operations
STS REFERENCE: 13a, 13b(3) MEASUREMENT: W
OBJECTIVE: Know the specific hazards found in Air Force industrial workplaces.
SAMPLES OF BEHAVIOR:
1. Identify hazards associated with welding operations.
2. List the four phases of an industrial hygiene survey.
3. Identify examples of various types of workplace controls.
4. Identify types of engineering controls that control a hazard at its source.

UNIT OF INSTRUCTION: Toxicology
STS REFERENCE: 13b(1) MEASUREMENT: W

OBJECTIVE: Describe the basic principles of toxicology.
SAMPLES OF BEHAVIOR:
1. Define Toxicology, Toxic Agents and Toxic Response
2. Choose the correct definition for the following: chronic, acute, reversible, and irreversible effects.
3. Define routes of entry, storage and excretion.
4 Identify the host factors affecting toxicity of substances.

UNIT OF INSTRUCTION: Air Sampling / Occupational Exposure Limits
STS REFERENCE: 13b(2)(a), 13h MEASUREMENT: W
OBJECTIVE(S): Understand the fundamentals of air sampling procedures. Understand the purpose and use of Occupational Exposure Limits for hazardous substances in the workplace
SAMPLES OF BEHAVIOR:
1. List reasons for conducting Air Sampling in the workplace.
2. Identify two methods for conducting Air Sampling.
3. Recognize the correct uses and misuses of Occupational Exposure Limits.
4. Define OEL, OEL-TWA, OEL-STEL, OEL-C, and Skin Notation.
5. Describe the Occupational Exposure Limits (TWA, STEL and C) for benzene
6. Outline action that must be taken based on results of air sampling:
   a. when results are greater than the OEL
   b. when the results are between the action level and the OEL
   c. when the results are below the action level.

UNIT OF INSTRUCTION: Hazardous Materials/MSDS
STS REFERENCE: 13b(4)(c) MEASUREMENT: W
OBJECTIVE: Know the types of hazardous chemical materials used in work environment, their physiological effects, and the documentation required to identify their hazardous properties.
SAMPLES OF BEHAVIOR:
1. Identify types of (chemical) physical hazards in the work environment.
2. Identify types of (chemical) health hazards in the work environment.
3. Describe health hazards posed by certain solvents and heavy metals.
4. Identify the different sections of a MSDS, and what is contained within those sections.

UNIT OF INSTRUCTION: Personal Protective Equipment
STS REFERENCE: 13b(4)(d)
OBJECTIVE: Know the types of personal protective equipment used in the industrial environment.
SAMPLES OF BEHAVIOR:
1. Describe the specific types of personal protective equipment used in industrial operations.
2. Identify the responsibilities of Public Health, Bioenvironmental Engineering, Safety, and Individual Shop Supervisors in regards to personal protective equipment.
3. Identify the publications that govern the selection, use, and care of personal protective equipment.
4. Identify the components of an air-purifying respirator.

UNIT OF INSTRUCTION: Occupational Health Exams
STS REFERENCE: 13g(1-6) MEASUREMENT: W/P
OBJECTIVE: Know PH responsibilities for monitoring and reviewing occupational health exams.
SAMPLES OF BEHAVIOR:
1. Define the purpose for and list the steps of completing an AF Form 2766.
2. List where the original completed AF Form 2766 is sent. Also, list where copies are sent and

why they are sent.
3. Recognize the proper timeframes for reviewing and/or updating the AF Form 2766.
4. Define the meaning of preplacement (baseline), periodic, and termination occupational health examinations. Describe why each may be done.

UNIT OF INSTRUCTION: Aeromedical Services Information Management System
STS REFERENCE: 6c(3), 13g(5)(b) MEASUREMENT: P
CRITERION OBJECTIVE: Given the appropriate information, produce a complete AF Form 2766 with at least 70% accuracy.

UNIT OF INSTRUCTION: Occupational Trend Analysis
STS REFERENCE: 13a, 13g(6) MEASUREMENT: W
OBJECTIVE: Know the purpose and procedures for conducting an occupational health trend analysis of a workplace.
SAMPLES OF BEHAVIOR:
1. Recognize the purpose of occupational health trend analyses.
2. Identify appropriate procedures for conducting an occupational health trend analysis.
3. Recognize source documents that ***must*** be considered when performing an occupational health trend analysis.
4. Recognize source documents that ***may*** also be considered when performing an occupational health trend analysis.

UNIT OF INSTRUCTION: Ventilation/Indoor air Quality
STS REFERENCE: 13b(2)(a), 13h MEASUREMENT: W
OBJECTIVE(S): Describe principles of ventilation and specific facts about indoor air quality.
SAMPLES OF BEHAVIOR:
1. Know the difference between natural and mechanical ventilation.
2. Recognize the different types of mechanical ventilation.
3. Identify the different types of hoods.
4. List the sources of indoor air quality problems.
5. Know the results of indoor air quality problems.

UNIT OF INSTRUCTION: Hospital Employee Health Program HEHP/Bloodborne Pathogens Standard
STS REFERENCE: 1d, 13e(1-2) MEASUREMENT: W/P
OBJECTIVE: Know the Public Health role in the Hospital Employee Health Program.
SAMPLES OF BEHAVIOR:
2. Identify the purpose and scope of the OSHA Bloodborne Pathogens Standard.
3. Recognize the different infectious materials and the ways they may be transmitted in an occupational setting.
4. Identify the employee health responsibilities of the following sections: Infection Control Committee; Aerospace Executive Committee; Emergency Room; Workcenter Supervisors
5. Know general Public Health responsibilities in the HEHP.
6. Identify the Public Health responsibilities in a Bloodborne Pathogens exposure.

UNIT OF INSTRUCTION: Radiation
STS REFERENCE: 13b(2)(b) MEASUREMENT: W
OBJECTIVE: Know the characteristics and effects of radiation, as well as the Public Health role in the Radiation Protection Program.

SAMPLES OF BEHAVIOR:
1. Identify sources of laser and radiofrequency radiation.
2. Identify who is not allowed to work with radiation.
3. List the three means of protecting personnel from ionizing radiation.
4. Identify organs at risk when exposed to lasers.
5. List possible effects of overexposure to ultraviolet radiation.

UNIT OF INSTRUCTION: Case Files
STS REFERENCE: 13b(5) MEASUREMENT: W/P
OBJECTIVE(S): Know how to use an industrial case file.
SAMPLES OF BEHAVIOR:
Identify the definition of a case file.
State the content of Tabs A, B, and F of an industrial case file.
Identify the purpose of an industrial case file.
Reproduce a correct case file when given a six-part folder and a stack of forms.

UNIT OF INSTRUCTION: Occupational Health Education/HAZCOM
STS REFERENCE: 13b(3), 13b(4)(a-g) MEASUREMENT: W
OBJECTIVE(S): Comprehend Public Health's role in occupational health education.
SAMPLES OF BEHAVIOR:
1. Identify the role of Public Health in providing occupational health education to Air Force workers.
2. Identify how occupational health education is documented.
3. Describe the methods for evaluating worker comprehension of occupational health education.
4. Identify the purpose of the HAZCOM program.

UNIT OF INSTRUCTION: Heat and Cold Stress
STS REFERENCE: 13b(2)(b) MEASUREMENT: W
OBJECTIVE: Know the symptoms, preventive measures and first aid treatment for heat and cold stress.
SAMPLES OF BEHAVIOR:
Identify the symptoms of heat and cold stress.
List the preventive measures for heat and cold stress.
Outline the first aid treatment for cold and heat stress.

UNIT OF INSTRUCTION: Fetal Protection Program
STS REFERENCE: 13b(4)(g) MEASUREMENT: W
OBJECTIVE(S): Know the steps necessary in performing pregnancy evaluations.
SAMPLES OF BEHAVIOR:
1. Know the purpose of the Air Force fetal protection program
2. Define reproductive health hazards and know how the different health hazards can affect the fetus.
3. Explain the AF policy concerning restrictions during pregnancy.
4. Describe responsibilities of the various MTF sections.
5. Identify correct statements about reproductive physiology.

UNIT OF INSTRUCTION: Shop Visits
STS REFERENCE: 13b(3)(a) MEASUREMENT: W
OBJECTIVE(S): Know the purpose and procedures for conducting shop visits to Air Force workplaces.
SAMPLES OF BEHAVIOR:
1. Identify the purpose of Public Health visits to workplaces.

2. Outline the procedures for performing a shop visit.

UNIT OF INSTRUCTION: Introduction to Hearing Conservation Program
STS REFERENCE: 13d MEASUREMENT: W
OBJECTIVE: Describe the purpose and elements of the USAF Hearing Conservation Program.
SAMPLES OF BEHAVIOR:
1. State the purpose of the USAF Hearing Conservation Program.
2. Identify the six elements of the Hearing Conservation Program.
3. Recognize advantages and disadvantages of controlling noise at the source, path, or receiver. Recognize examples of each.

UNIT OF INSTRUCTION: Undesirable Effects of Noise
STS REFERENCE: 13d, 13d(1) MEASUREMENT: W
OBJECTIVE: Describe the undesirable effects of hazardous noise.
SAMPLES OF BEHAVIOR:
1. List the physiological effects of noise.
2. Distinguish between conductive and sensorineural hearing loss. List common causes of each.
3. Identify the structure and function of the major anatomical structures involved in hearing.
4. List three reasons for sensorineural hearing loss and understand the long-term effects.

UNIT OF INSTRUCTION: Personal Ear Protection: Selection & Fitting
STS REFERENCE: 13d(3) MEASUREMENT: W
CRITERION OBJECTIVE: Properly fit V-51R earplugs into an ear.
OBJECTIVE: Understand how to properly fit earplugs.
SAMPLES OF BEHAVIOR:
1. Recognize proper selection criteria for ear plug fitting.
2. Identify actions necessary to properly fit earplugs.

UNIT OF INSTRUCTION: Hearing Conservation Program Data Forms
STS REFERENCE: 13d(2) MEASUREMENT: W
OBJECTIVE: Describe the purpose and uses of Hearing Conservation Data Forms.
SAMPLES OF BEHAVIOR:
1. Explain the purpose of DD Forms 2215 and 2216.
2. Identify the disposition of Hearing Conservation Data Forms.
3. Identify significant threshold shifts in noise exposed personnel.
4. Outline the flow and disposition of patients demonstrating a significant threshold shift.

UNIT OF INSTRUCTION: Occupational Illness/Injury
STS REFERENCE: 13c(1-4) MEASUREMENT: W
OBJECTIVE: Know the procedures for investigating occupational illnesses.
SAMPLES OF BEHAVIOR:
1. Recognize the definitions of an occupational illness and injury.
2. Recognize the disposition of occupational illnesses and injuries.
3. Identify categories of occupational illnesses.
4. List the steps of an occupational illness investigations.
5. Identify different sources for identifying occupational illnesses.

UNIT OF INSTRUCTION: Introduction to Occupational Ergonomics
STS REFERENCE: 13b(2)(d) MEASUREMENT: W
OBJECTIVE: Know how ergonomic principles are used to limit occupational illnesses and injuries.
SAMPLES OF BEHAVIOR:
1. Define ergonomics.
2. Identify ergonomic deficiencies in the workplace that favor the development of occupational illness/disorders.
3. Identify some of the warning signs that indicate an ergonomic deficiency may be present in a workplace.

8.1.5 **Block V, Food Safety and Quality:**

UNIT OF INSTRUCTION: Public Health Food inspection Responsibilities
STS REFERENCE: 14, 14j, k MEASUREMENT: W
OBJECTIVE: State Public Health's responsibilities for food inspection programs.
SAMPLES OF BEHAVIOR:
1. Identify PH responsibilities in the Food Safety Program.
2. Identify the classes of food inspection

UNIT OF INSTRUCTION: Food Inspection Manuals and Directives
STS REFERENCE: 14g MEASUREMENT: W
OBJECTIVE: Identify when and how the major food inspection manuals are used.
SAMPLES OF BEHAVIOR:
1. Recognize the major food inspection manuals.
2. Identify the food inspection manuals that would be used in specific situations.

UNIT OF INSTRUCTION: Food Chemistry, Microbiology and Additives
STS REFERENCE: 14a MEASUREMENT: W
OBJECTIVE: Identify the chemical and microbiological processes that occur within foods.
SAMPLES OF BEHAVIOR:
1. Identify the characteristics of foodborne infections and intoxications.
2. Identify the types of microorganisms in foods.
3. Identify the characteristics of *Staphylococcus aureus*, *Clostridium botulinum*, *Salmonella*, *Campylobacter*, *Clostridium perfringens* and Hepatitis A.
4. Identify factors and related food processing techniques affecting the growth of microorganisms in foods.
5. Identify the definition and purposes of food additives and the definition of a food adulterant.
6. Identify measures for prevention and control of pathogens in foods.

UNIT OF INSTRUCTION: Food Preservation and Storage
STS REFERENCE: 14c, d(1-2) MEASUREMENT: W
OBJECTIVE: Identify the basic principles and methods of preserving and storing foods.
SAMPLES OF BEHAVIOR:
1. State how dehydration preserves food.
2. State how irradiation preserves food.
3. State the purposes for irradiating food.
4. Identify the purposes for fermenting, curing, and smoking foods.
5. State how refrigeration preserves foods.
6. Identify the advantages freezing can offer when used to preserve foods.

UNIT OF INSTRUCTION: Federal, State and DoD Inspections Markings
STS REFERENCE: 14e(3) MEASUREMENT: W
OBJECTIVE: List the state, federal and DoD inspection markings and their use. State the grades that are assessed for foods.
SAMPLES OF BEHAVIOR:
1. Identify federal, state, and DoD inspection markings and their use.
2. Identify the federal grades for meat.
3. Identify the federal grades for shell eggs.
4. Identify the federal grades of fresh fruits and vegetables.

UNIT OF INSTRUCTION: Food Packing and Packaging
STS REFERENCE: 14c MEASUREMENT: W/P*
OBJECTIVE: State the purpose for packaging foods and list the types of materials used. *Note: Students will be required to identify can defects during the food inspection practical examination (FINPE) (end of Block 4, Increment 2).
SAMPLES OF BEHAVIOR:
1. Identify the types and purpose for each type of packaging.
2. List the considerations for selecting packaging material.
3. Identify the parts of a can.
4. Identify can defects, their severity, and classify them using proper terminology.

UNIT OF INSTRUCTION: Approved Sources
STS REFERENCE: 14e(1-2)(a-f) MEASUREMENT: W/P*
OBJECTIVE: State the requirements for approved source listing, the procedures for using approved source documents and the use of a locally approved source listing. *Note: During the food inspection practical examination (FINPE) (the end of Block 4, Increment 2), students will be given a source for meat, poultry, seafood, dairy products, bakery products and various other food items and the necessary approved source listings. Students will be required to determine whether or not the food items are from an approved source, an unapproved source or if they are exempt.
SAMPLES OF BEHAVIOR:
1. Identify the food classes that require approved source listing.
2. Identify the source approval documents for specific food items.
3. Identify the purpose and requirements for conducting off-base establishment inspections.

UNIT OF INSTRUCTION: Causes of Food Deterioration/Spoilage
STS REFERENCE: 14b(1-6) MEASUREMENT: W/P*
OBJECTIVE: State the factors that cause deterioration in foods. *Note: This information will be evaluated during the written portion of the food inspection practical examination.
SAMPLES OF BEHAVIOR:
1. Identify the common deteriorative conditions in foods.
2. Match the deteriorative condition with its probable cause.
3. Identify the factors that lead to deterioration of semi-perishable and perishable foods.

UNIT OF INSTRUCTION: Subsistence Procurement Documents
STS REFERENCE: 14j(4-7) MEASUREMENT: W
OBJECTIVE: Identify the steps and documents used in the subsistence procurement process and their uses.
SAMPLES OF BEHAVIOR:
1. Identify the agencies involved in the subsistence procurement process.

2. Identify Public Health responsibilities in this process.
3. Identify the food inspection requirements in subsistence procurement documents.
4. Identify the documents used and steps in the subsistence procurement process.

UNIT OF INSTRUCTION: Temperature Determination
STS REFERENCE: 14h MEASUREMENT: W/P*
OBJECTIVE: State the procedures for determining temperatures. *NOTE: Student performance of thermometer calibration (step-by-step) and temperature determination of various foods will be evaluated during the food inspection practical examination (FINPE) at the end of Block 4, Increment 2.
SAMPLES OF BEHAVIOR:
1. List the methods of determining temperatures of chilled and frozen products, conveyances and storage areas.
2. State the steps in calibrating a thermometer.

UNIT OF INSTRUCTION: Performing Receipt Inspection of Foods
STS REFERENCE: 14j(1-7) MEASUREMENT: W/P*
OBJECTIVE: Outline the procedures for performing receipt inspection of various foods and recognize the acceptable product characteristics and inspection criteria of those foods. *Note: Inform the students that receipt inspection activities will be further evaluated during the boxed beef practical (day 28) and the written portion of the food inspection practical examination (FINPE) at the end of this block.
SAMPLES OF BEHAVIOR:
1. List the steps for performing receipt inspection of eggs, FF&V, dairy, and semi-perishable products.
2. Describe the use of specific food inspection documents and equipment that are routinely used for receipt inspections.
3. List the options the inspector has when non-conforming foods are presented for delivery.

UNIT OF INSTRUCTION: Performing Receipt Inspection – Waterfoods
STS REFERENCE: 14e(2)(c),14j(2) MEASUREMENT: W/P*
OBJECTIVE(S): Identify the product characteristics and receipt inspection criteria for waterfood products.
SAMPLES OF BEHAVIOR:
1. Recognize the factors that reduce disease transmission from waterfoods to man.
2. Recognize the factors that cause shellfish to pose a foodborne health threat to man.

UNIT OF INSTRUCTION: pH and Sensory Analysis
STS REFERENCE: 14a(4), 14o(5-6) MEASUREMENT: W/P*
OBJECTIVE(S): Determine the pH and overall acceptability of foods. *Note: This information will be tested in the written portion of the food inspection practical examination (FINPE). Students will also be required to test the pH of several products during the FINPE (end of this block).
SAMPLES OF BEHAVIOR:
1. Outline the procedures for determining the smell and taste of food samples.
2. List the steps in performing pH determination of foods.
3. Relate the pH of foods with deterioration.

UNIT OF INSTRUCTION: Hazardous Food Recall System
STS REFERENCE: 14k(7) MEASUREMENT: W/P*
OBJECTIVE: Outline the procedures taken during a hazardous food recall. *Note: Students will be required to perform the steps necessary to complete hazardous food recalls during the food inspection practical examination (FINPE) (end of Block 4, Increment 2).

SAMPLES OF BEHAVIOR:
1. State the purpose of the hazardous food recall system.
2. Identify responsibilities of DoD offices during hazardous food recalls.
3. List the types of hazardous food recalls.

UNIT OF INSTRUCTION: Consumer Complaint Inspections
STS REFERENCE: 14k(6) MEASUREMENT: W/P*
OBJECTIVE: List the procedures for performing consumer complaint inspections. *Note: Students will be required to perform the steps necessary to complete consumer complaints during the food inspection practical examination (FINPE) (end of Block 4, Increment 2).
SAMPLES OF BEHAVIOR:
1. Outline the steps in performing consumer complaint inspections.
2. State the procedures for documenting consumer complaint inspections.

UNIT OF INSTRUCTION: Stored Product Pests
STS REFERENCE: 14i MEASUREMENT: W
OBJECTIVE: State the procedures to perform inspections for stored product pests.
SAMPLES OF BEHAVIOR:
1. Identify the common stored product pests and their medical importance.
2. Identify the survey methods to detect stored product pests.
3. Identify the prevention and control measures for stored product pests.
4. State condemnation levels for medically important stored product pests.

UNIT OF INSTRUCTION: Performing Surveillance Inspections
STS REFERENCE: 14k(1-4) MEASUREMENT: W/P*
OBJECTIVE: Define the principles of surveillance inspections of perishables and semi- perishables. *Note: This information will be tested in the written portion of the food inspection practical examination (FINPE). Students will also be required to determine the AKT/ITD and sample sizes of various food items.
SAMPLES OF BEHAVIOR:
1. Identify the steps in performing surveillance inspections.
2. Define the terms associated with surveillance inspections.
3. Describe the purpose for performing a surveillance inspections.

UNIT OF INSTRUCTION: Utilization and Disposition of Foods/Drugs
STS REFERENCE: 14m MEASUREMENT: W/P*
OBJECTIVE: State the appropriate recommendations for utilization and disposition of distressed foods/drugs. SAMPLES OF BEHAVIOR:
1. Identify the procedures for determining what distressed foods may be utilized.
2. Identify the procedures for condemnation of subsistence.
3. Identify the requirements for salvage operations.

UNIT OF INSTRUCTION: Laboratory Procedures, Collection and Submission
STS REFERENCE: 14o(1-8) MEASUREMENT: W
OBJECTIVE: Choose the test and procedures for collecting and submitting food samples to the laboratory.
SAMPLES OF BEHAVIOR:
1. Identify the purposes of submitting food samples to a laboratory.
2. Identify test available at Army Laboratories.
3. List the procedures for collecting, preparing and shipping food samples.

4. List the procedures for completing a DD Form 1222.

UNIT OF INSTRUCTION: Food Inspection Exercise
STS REFERENCE: 14a-o MEASUREMENT: PC
OBJECTIVE(S): Explain the purposes and procedures of performing receipt inspections of various foods, and complete necessary forms required for non-conforming items.
SAMPLES OF BEHAVIOR:
1. List the steps in determining if a food is from an approved source.
2. Perform the necessary steps to correctly calibrate a thermometer.
3. Demonstrate the correct procedure to candle eggs and identify when an egg is abnormal.
4. Demonstrate the correct procedures for Hobart fat analysis testing.
5. Demonstrate the correct procedures for completing a customer complaint.
6. Identify can defects, their severity, and disposition.

UNIT OF INSTRUCTION: Performing Receipt Inspection - Boxed Beef
STS REFERENCE: 14j(1) MEASUREMENT: P/W*
OBJECTIVE(S):
1. List the procedures for performing receipt inspections on meat products.
2. Identify the product characteristics and receipt inspection criteria for meat products.
SAMPLES OF BEHAVIOR:
1. Recognize the definition and location of anatomic terms as they relate to a beef carcass.
2. Match the scientific names of major bones to the common (packing house) terms for those bones.
3. Identify the cutting landmarks in the production of boxed beef.
4. Identify the muscles used as cutting landmarks in the production of boxed beef.
5. Match the IMPS # with the nomenclature of the cuts purchased by DeCA for the Air Force.

UNIT OF INSTRUCTION: Performing Receipt Inspection - Boxed Beef
STS REFERENCE: 14j(1) MEASUREMENT: P
CRITERION OBJECTIVE:
Complete the practical examination with at least 70% accuracy.

UNIT OF INSTRUCTION: Inspection of Operational Rations
STS REFERENCE: 14l(1-6) MEASUREMENT: P/W*
OBJECTIVE(S): State the procedures and frequencies of inspecting operational rations. *Note: This information will be tested during the written portion of the food inspection practical examination.
SAMPLES OF BEHAVIOR:
1. Outline the procedures for inspecting operational rations.
2. Identify the types of operational ration inspections.
3. Identify the frequencies of operational ration inspections.
4. Outline the disposition procedures for operational ration inspections.
5. Document inspection findings of DPSC Form 5064.

UNIT OF INSTRUCTION: Operational Rations Practical
STS REFERENCE: 14l(2-5) MEASUREMENT: P
CRITERION OBJECTIVE: Given reference material and a scenario, complete an Operational Rations inspection IAW DPSC Handbook 4155.2 and appropriate Appendix with at least 70% accuracy.

UNIT OF INSTRUCTION: Food Service Sanitation

STS REFERENCE: 14g(1-11) MEASUREMENT: P
OBJECTIVE: Using the 1995 FDA Food Code, identify the purpose and procedures for conducting food service sanitation evaluations and perform the necessary steps to complete AF Form 977, Food Facility Report
SAMPLES OF BEHAVIOR:
1. Correctly document discrepancies by researching discrepancy numbers in the Food Code.
2. Document what the discrepancy is, why it is a public health concern, and make recommendations to correct the discrepancy.
3. Match the correct rating of excellent, satisfactory, marginal, or unsatisfactory to the discrepancies noted for a facility.
4. Correctly complete an AF Form 977, Food Facility Report

UNIT OF INSTRUCTION: Public Facility Sanitation
STS REFERENCE: 14g(1-11) MEASUREMENT: PC*
OBJECTIVE: Using AFI 48-117, Public Facility Sanitation, and AFI 34-301, Child Development Programs, comprehend the sanitary requirements for public facilities in the Air Force and Public Health's role in maintaining/ensuring public facility sanitation standards are met. Correctly perform the necessary steps to complete a public facility sanitation form. *NOTE: Students will be required to complete a public facility sanitation inspection scenario satisfactorily.
SAMPLES OF BEHAVIOR:
1. Identify the minimum sanitary standards for barber shops, beauty shops, and child care centers.
2. Identify the minimum sanitary standards for other places of public assemblage (i.e., gymnasium, pools, etc.).
3. Outline Public Health's responsibilities in the public facility sanitation program.
4. Research the discrepancies in the applicable Air Force instructions.
5. Document what the discrepancy is, why it is a public health concern, and make recommendations to correct the discrepancy.
6. Match the correct rating of excellent, satisfactory, marginal, or unsatisfactory to the discrepancies noted for a facility.

UNIT OF INSTRUCTION: Food Service Sanitation Practical
STS REFERENCE: 14q, t(1-2) MEASUREMENT: P
CRITERION OBJECTIVE: Complete the food service sanitation practical with at least 70% accuracy.

UNIT OF INSTRUCTION: Unsatisfactory Letter Memorandum
STS REFERENCE: 3b(3), 14t(1-2) MEASUREMENT: P
OBJECTIVE: Using the Air Force Official Memorandum, apply written communication techniques to develop skills and understand procedures for reporting food service facilities rated "Unsatisfactory".
SAMPLES OF BEHAVIOR:
1. Given instructions and sanitation findings that result in an unsatisfactory rating, draft an Official Memorandum using correct format and grammar.
2. Outline the format for reporting significant public health deficiencies within food service facilities.

UNIT OF INSTRUCTION: Hazard Analysis and Critical Control Points (HACCP)
STS REFERENCE: 14q(8)(c) MEASUREMENT: P
OBJECTIVE: Recognize the process of hazard analysis and the identification of control points in food establishments.
SAMPLE OF BEHAVIOR: Recognize the terminology used in HACCP systems.

UNIT OF INSTRUCTION: Foodborne Illness Outbreak Investigations
STS REFERENCE: 14v MEASUREMENT: PC
OBJECTIVE: Describe the steps to conduct a foodborne illness outbreak investigation.
SAMPLES OF BEHAVIOR:
1. Recognize the definition of a foodborne illness outbreak.
2. Recognize the forms and procedures necessary to conduct foodborne illness outbreak investigations.

8.1.6 **Block VI, Medical Entomology:**

UNIT OF INSTRUCTION: Introduction to Medical Entomology
STS REFERENCE: 9a MEASUREMENT: W
OBJECTIVE: Know the principles, definitions, and responsibilities of the USAF Medical Entomology Program.
SAMPLES OF BEHAVIOR:
1. Identify the functions and responsibilities of USAF agencies.
2. List the structural differences between insects and arachnids.

UNIT OF INSTRUCTION: Pest and Vector Biology
STS REFERENCE: 9c(1) MEASUREMENT: W
OBJECTIVE: Know the anatomy, life cycles and habits of major arthropod vectors and pests.
SAMPLES OF BEHAVIOR:
1. Identify important structures of arthropod vectors and medical pests.
2. Describe the life cycles of major arthropod vectors and pests.
3. Describe the habits of major vectors and pests.

UNIT OF INSTRUCTION: Pest and Vector Control
STS REFERENCE: 9c(3), 9c(6) MEASUREMENT: W
OBJECTIVE: Know general control measures for major vectors and medical pests.
SAMPLES OF BEHAVIOR:
1. Identify the types of control measures and their advantages and disadvantages.
2. Match vectors and medical pests with appropriate control measures.

UNIT OF INSTRUCTION: Personal Protection From Arthropods
STS REFERENCE: 9c(4) MEASUREMENT: W
OBJECTIVE: Know how to use personal protective measures to minimize the risk of arthropod bites and vectorborne disease.
SAMPLES OF BEHAVIOR:
1. List personal protective techniques and devices and what vectors and diseases they are effective against.
2. Define these devices and techniques and how they work.

UNIT OF INSTRUCTION: Rodent Biology and Control
STS REFERENCE: 9c(1) MEASUREMENT: W
OBJECTIVE: Know the characteristics, behavior, and surveillance and control measures for American domestic rodents.
SAMPLES OF BEHAVIOR:
1. Recognize basic rodent behavior.
2. Recognize the characteristics of American domestic rodents.

3. Identify surveillance and control measures for rodents.

UNIT OF INSTRUCTION: Direct Effects of Insects
STS REFERENCE: 9c(1) MEASUREMENT: W
OBJECTIVE: Know ways that arthropods can affect human health and welfare other than by spreading disease.
SAMPLES OF BEHAVIOR:
1. List ways that selected arthropods can directly affect human health and welfare.
2. Match arthropods with the medical conditions they cause.
3. Define medical entomology terminology.

UNIT OF INSTRUCTION: Pest/Vectors Surveillance
STS REFERENCE: 9c(2a,2b), 9c(6) MEASUREMENT: W/P
OBJECTIVE: Know how to perform surveillance for major vectors and medical pests.
SAMPLES OF BEHAVIOR:
1. Describe surveillance steps for the pertinent life cycle stage of all major vectors and medical pests.
2. Explain how surveillance devices and techniques work.
3. Describe the purposes of surveillance.
4. Collect various arthropod specimens using mosquito traps, larval dippers, and tick surveillance techniques.

UNIT OF INSTRUCTION: Transmission of Arthropodborne Diseases
STS REFERENCE: 9c(2); 12a(2),b MEASUREMENT: W
OBJECTIVE: Know disease cycles of selected vectorborne diseases and how to control the diseases.
SAMPLES OF BEHAVIOR:
1. Identify concepts of vector transmission of diseases and related terminology.
2. Describe the disease cycles of selected vectorborne diseases.
3. Describe the geographic distribution of important North American vectorborne diseases.
4. Identify the preventive steps necessary to control the spread of disease vectors and vectorborne disease.

UNIT OF INSTRUCTION: Packing and Shipping Mosquito Specimens
STS REFERENCE: 9b, 9c(2)(c,d), 9c(5) MEASUREMENT: W/P
OBJECTIVE: Know the proper methods for packing and shipping mosquito specimens for identification.
SAMPLES OF BEHAVIOR:
1. Identify the methods of preserving mosquito specimens.
2. Demonstrate how to pack specimens for shipment.

UNIT OF INSTRUCTION: Military International Quarantine
STS REFERENCE: 9d(1)(a,b);9d(2)(a,b) MEASUREMENT: W
OBJECTIVE: Know the purpose of the military international quarantine program and the responsibilities of military and civilian organizations involved with the program.
SAMPLES OF BEHAVIOR:
1. Explain why introduced pests are particularly destructive.
2. State the purpose of the military international quarantine program.
3. State the responsibilities of military and civilian organizations involved with the military international quarantine program.

8.1.7. **Block VII, Medical Readiness:**

UNIT OF INSTRUCTION: Medical Readiness Overview
STS REFERENCE: 15a-d MEASUREMENT: W
OBJECTIVE: Understand the USAF Medical mission and the peacetime/wartime medical readiness roles and responsibilities.
SAMPLES OF BEHAVIOR:
1. Identify appropriate USAF medical and PH readiness missions.
2. Know the differences between the DCCP and CSP.
3. Match the medical capabilities with the corresponding echelon of care.
4. Identify the USAF echelons of care and stages of care.

UNIT OF INSTRUCTION: Laws of Armed Conflict, Code of Conduct and Geneva Convention
STS REFERENCE: BMRT MEASUREMENT: N/A
OBJECTIVE: Acquire a basic knowledge of the Laws of Armed Conflict (LOAC), the U.S. Military Code of Conduct and the Geneva Convention as it pertains to the Medical Services.
SAMPLES OF BEHAVIOR:
1. Define Laws of Armed Conflict (LOAC).
2. Identify medical personnel responsibilities specified by the Code of Conduct.
3. Identify medical emblems protected by the Geneva Convention.
4. Identify specific protections and responsibilities afforded to medical personnel under the Geneva Convention.

UNIT OF INSTRUCTION: Worldwide Aeromedical Evacuation System
STS REFERENCE: BMRT MEASUREMENT: N/A
OBJECTIVE: Acquire a basic knowledge of the structure and missions of the air evacuation system.

UNIT OF INSTRUCTION: Current Threats
STS REFERENCE: Informational - N/A MEASUREMENT: N/A
OBJECTIVE: Become aware of world events that may require a military response, to enable students to be more proactive in the preparation of medical intelligence.
SAMPLES OF BEHAVIOR:
1. Identify news media sources of current events.
2. List countries currently a threat to U.S. security interests.
3. Identify events in countries, which indicate internal problems that lead to civil war or anarchy, or external problems that lead to war with other countries.

UNIT OF INSTRUCTION: Medical Intelligence / Health Risk Assessment
STS REFERENCE: 15c(1-2) MEASUREMENT: W/P*
OBJECTIVE: Understand how to obtain and use medical intelligence products to develop medical intelligence briefings. *NOTE: Students will be required to use their medical intelligence knowledge to perform a medical intelligence briefing to deploying forces. This briefing will be scored as a practical.
SAMPLES OF BEHAVIOR:
1. Identify sources of medical intelligence products.
2. List the duties of the Medical Intelligence Officer (MIO) as described in AFI 41-106.
3. List the topics to research and brief for the medical intelligence briefing.
4. Choose correct statements about why medical threat information is important to the mission.

UNIT OF INSTRUCTION: Infectious Diseases of War / Disease Reporting
STS REFERENCE: 15m MEASUREMENT: W
OBJECTIVE: Know the medical concerns, preventive measures, characteristics and selected examples of infectious diseases of war and the conditions which favor epidemics.
SAMPLES OF BEHAVIOR:
1. Identify the conditions, which favor the occurrence of an epidemic.
2. Select the medical concerns about disease outbreaks in wartime.
3. Choose correct statements about general preventive measures.
4. Identify specific examples of enteric, respiratory, vectorborne, skin and sexually transmitted diseases common in wartime.
5. Choose correct statements about the types and characteristics of infectious diseases of war.

UNIT OF INSTRUCTION: Characteristics of Nuclear Weapons and Detection
STS REFERENCE: 15o(1)(a), 15o(2)(a-c) MEASUREMENT: W
OBJECTIVE(S): Describe the medical and environmental consequences of nuclear weapons.
SAMPLES OF BEHAVIOR:
1. Correctly match the type of nuclear weapons burst with its description.
2. Recognize the medical effects of thermal, blast, radiation and combined injuries.
3. List the environmental consequences of thermal, blast and radiation.

UNIT OF INSTRUCTION: Characteristics of Biological Weapons and Detection
STS REFERENCE: 15o(1)(b), 15o(3)(a-c) MEASUREMENT: W
OBJECTIVE: Know the characteristics, effects, and defensive measures for biological agents.
SAMPLES OF BEHAVIOR:
1. Recognize the characteristics and delivery modes for biological warfare agents.
2. Select the general medical and environmental effects of biological warfare agents.
3. Identify the correct first aid and decontamination measures for each type of biological warfare agents.

UNIT OF INSTRUCTION: Characteristics of Chemical Weapons and Detection
STS REFERENCE: 15o(1)(c), 15o(4)(a-c) MEASUREMENT: W
OBJECTIVE: Know the characteristics, effects, and defensive measures for chemical warfare agents.
SAMPLES OF BEHAVIOR:
1. Recognize the characteristics and delivery modes for chemical warfare agents.
2. Select the general medical and environmental effects of chemical warfare agents.
3. Identify the correct first aid and decontamination measures for each category of chemical warfare agents.

UNIT OF INSTRUCTION: Peacetime Accidents (NBC)
STS REFERENCE: 15a MEASUREMENT: W
OBJECTIVE: Recognize the potential hazards of Hazardous Materials (HAZMAT) and nuclear accidents, and the responsibilities of Aerospace Medical Operations (Team Aerospace).
SAMPLES OF BEHAVIOR:
1. Identify sources of information and the plans used for response to peacetime accidents.
2. Identify Aerospace Medical Operations (Team Aerospace) responsibilities during HAZMAT spills.
3. Define Peacetime Nuclear Accident Terms like “Broken Arrow”, “Bent Spear”, and “Dull Sword”.
4. Identify potential hazards (radioactive and nonradioactive) resulting from peacetime nuclear weapons accidents.

5. Describe the roles of Aerospace Medical Operations (Team Aerospace) during a peacetime nuclear weapons accident.

UNIT OF INSTRUCTION: Medical Intelligence Briefings
STS REFERENCE: 3c(2), 15c(1-2) MEASUREMENT: P
CRITERION OBJECTIVE: Given a simulated deployment scenario, related lecture topics, and appropriate reference materials, prepare/present an 5-10 minute Medical Intelligence Briefing. (PH Evaluation Checklist will be used to determine successful completion of Criterion Objective. An OVERALL score of at least 70% is required. Failure will require project reaccomplishment and presentation of a second briefing.

UNIT OF INSTRUCTION: Echelons of Care / Triage
STS REFERENCE: BMRT MEASUREMENT: W
OBJECTIVE: Describe the procedures to treat thermal, chemical and electrical burns.
SAMPLES OF BEHAVIOR:
1. Describe the echelons of care identified by the Air Force Plan of Operations.
2. Identify triage categories and their relationship to treatment priorities.

UNIT OF INSTRUCTION: Burns and Environmental Injuries
STS REFERENCE: BMRT MEASUREMENT: W
OBJECTIVE: Identify the different types of bleeding and shock and corresponding treatments.
SAMPLES OF BEHAVIOR:
1. List and define the depth classification of burns.
2. Explain the characteristics of superficial, partial thickness, and full thickness burns.
3. List examples of the “Rule of Nines” for thermal burns.
4. Describe the emergency care of a patient with chemical burns.
5. Describe the emergency care of a patient with thermal burns.
6. Describe the emergency care of a patient with electrical burns.
7. List the functions of dressing and bandaging.

UNIT OF INSTRUCTION: Bleeding / Shock
STS REFERENCE: BMRT MEASUREMENT: W
OBJECTIVE: Identify the different types of bleeding and shock and corresponding treatments.
SAMPLES OF BEHAVIOR:
1. Explain the different types of external bleeding.
2. Explain the methods to control external bleeding.
3. Identify the signs and symptoms of internal bleeding
4. Explain the methods of controlling internal bleeding.
5. Define shock and perfusion.
6. Identify the signs, symptoms and causes of each type of shock.
7. Describe the procedures for treating each type of shock.

UNIT OF INSTRUCTION: Orthopedic Injuries and Principles of Bandaging
STS REFERENCE: BMRT MEASUREMENT: W
OBJECTIVE: Identify the different types of orthopedic injuries and corresponding treatments.
SAMPLES OF BEHAVIOR:
1. Define fractures, dislocations, sprains, and strains.
2. Explain causes of fractures, dislocations, sprains, and strains.
3. Describe the signs and symptoms of fractures, dislocations, sprains, and strains.

4. Identify examining and treating techniques of orthopedic injuries.

UNIT OF INSTRUCTION: Bandaging Lab
STS REFERENCE: BMRT MEASUREMENT: P
OBJECTIVE: Apply general procedures for care related to casualty assessment, dressing and bandaging wounds with no more than 2 instructor assists per task.

UNIT OF INSTRUCTION: Local Medical Threat
STS REFERENCE: Informational - N/A MEASUREMENT: N/A
OBJECTIVE: Become familiar with local medical threats in the field, and ultimately avoid injury while deployed to the overnight field exercise in this block.
SAMPLES OF BEHAVIOR:
1. Recognize the environmental threat (heat/cold) and countermeasures.
2. Recognize proper sanitation and hygiene to avoid disease.
3. Recognize local hazardous flora and fauna, furthermore identify students that may suffer anaphylactic reaction to stings/bites so instructors may plan accordingly.

UNIT OF INSTRUCTION: Field Site Selection and Facility Placement
STS REFERENCE: 15e(1-6) MEASUREMENT: W
OBJECTIVE: Make appropriate recommendations when selecting a field site for an encampment area, and make recommendations for placement of facilities (of Public Health concern) in the encampment.
SAMPLES OF BEHAVIOR:
1. List Public Health site selection considerations and why they have impact on troop health.
2. Make recommendations for sanitary device placement in a field environment.
3. Identify other facilities of Public Health concern and list their safe distances to prevent disease and contamination.

UNIT OF INSTRUCTION: Field Sanitation
STS REFERENCE: 15d(2) MEASUREMENT: W
OBJECTIVE: Identify factors to consider for sanitation during a military field operation, and understand the importance of field sanitation for deployed troops.
SAMPLES OF BEHAVIOR:
1. Identify safe disposal of solid waste in the field.
2. Identify safe disposal of liquid waste in the field.
3. Identify safe disposal of human waste in the field.
4. Identify how many latrine seats are required for male and female personnel.
5. Recognize the basic construction of field sanitary devices.

UNIT OF INSTRUCTION: Personal Hygiene in the Field
STS REFERENCE: 15d(2) MEASUREMENT: W
OBJECTIVE: Know factors to consider for personal hygiene during a military field operation and understand how important it is to conduct personal hygiene training for personnel.
SAMPLES OF BEHAVIOR:
1. Identify the major factors (the 5F's) to consider for personal hygiene in the field.
2. Identify the minimal requirements for field showers and handwashing facilities.

UNIT OF INSTRUCTION: Field Water/Food
STS REFERENCE: 15f, g, h MEASUREMENT: W

OBJECTIVE: Know factors to consider when selecting food and water sources during a military field operation. Identify appropriate recommendations for food facility placement and construction.
SAMPLES OF BEHAVIOR:
1. Determine safe food sources and make recommendations for protection.
2. Know the step by step procedures for the Mess Kit Laundry.
3. Determine safe sources of water and make recommendations for protection and storage.
4. Identify how many gallons of water are necessary per person/patient per day in the field.
5. Identify the most contaminated water source.
6. Know the step by step procedures for treating water in an individual canteen.
7. Identify the chlorine residuals for drinking water in the Continental United States (CONUS), Out of the Continental United States (OCONUS), and for superchlorinating storage containers.

UNIT OF INSTRUCTION: Principles of ISO Shelters/Temper Tents
STS REFERENCE: BMRT MEASUREMENT: W
OBJECTIVE: Identify facts about Temper Tents and ISO Shelters associated with an Air Transportable Hospital (ATH).
SAMPLES OF BEHAVIOR:
1. Recognize the basic features of Temper Tents, Iso Shelters and Connex Boxes.
2. Develop an awareness for how an ATH is erected/laid out.
3. Identify the sections of an ATH located in an ISO Shelter.

UNIT OF INSTRUCTION: Field Sanitation Field Trip
STS REFERENCE: 15d(2), 18e(1-6) MEASUREMENT: W
OBJECTIVE: All students will tour an actual field site with field sanitation devices, field hospital, field kitchens and other Services facilities to discuss/learn preventive medicine concerns in the field.
SAMPLES OF BEHAVIOR:
1. Recognize the construction, placement and preventive medicine concerns of field sanitation devices.
2. Recognize the construction, placement and preventive medicine concerns of a field hospital.
3. Recognize the construction, placement and preventive medicine concerns of field kitchens and other Services facilities (field laundry, showers, morgue, etc.)

UNIT OF INSTRUCTION: Food/Water Vulnerability Studies
STS REFERENCE: 15f, g, h MEASUREMENT: W
OBJECTIVE: Understand the purpose and importance of determining the vulnerability of the base food and water supplies.
SAMPLES OF BEHAVIOR:
1. Give examples of food production characteristics as they relate to product vulnerability.
2. Identify the basic steps in food/water vulnerability study preparation.
3. List agencies to be contacted for input to the food/water vulnerability study.
4. Identify references containing guidance and information pertinent to the food/water vulnerability study preparation.

UNIT OF INSTRUCTION: Subsistence: NBC Contamination and Packaging
STS REFERENCE: 15f, 15o(6)(a-c) MEASUREMENT: W
OBJECTIVE: Understand food packaging factors that afford the best protection against nuclear, biological, and chemical contamination.
SAMPLES OF BEHAVIOR:

1. Correctly select appropriate factor(s) affecting the protective properties of packaging materials for subsistence from NBC contamination.
2. Correctly select appropriate type of packaging offering Complete, Good, Moderate, or Poor protection for subsistence from NBC contamination.

UNIT OF INSTRUCTION: Subsistence Decontamination and Utilization
STS REFERENCE: 15f, 15o(6)(a-c) MEASUREMENT: W
OBJECTIVE: Know the procedures for ensuring a safe food supply following a chemical, biological, or nuclear disaster.
SAMPLES OF BEHAVIOR:
1. Identify the basic steps in decontaminating foodstuffs following nuclear, biological, and chemical contamination.
2. Select the order in which categories of foods are decontaminated.
3. State the effects of nuclear contamination on fresh meat items.
4. List the order in which meat items should be used in the event of a power outage.

UNIT OF INSTRUCTION: Chemical Detection Equipment
STS REFERENCE: 15o(4)(a-c) MEASUREMENT: W/PC
OBJECTIVE: Recognize chemical detection and monitoring equipment, Public Health applications and capabilities of the equipment, and limitations of the equipment.
SAMPLES OF BEHAVIOR:
1. Recognize the capabilities/limitations of the Chemical Agent Monitor (CAM).
2. Recognize the capabilities/limitations of M-8 detection paper.
3. Recognize the capabilities/limitations of M-9 tape.
4. Recognize the capabilities/limitations of the M-256 detection kit, and use the kit properly wearing mask and gloves.
5. Recognize the capabilities/limitations of the M-272 detection kit, and use the kit properly wearing mask and gloves.
6. Recognize the uses for the NBC Marking Kit.

UNIT OF INSTRUCTION: Radiation Detection Equipment
STS REFERENCE: 15o(6)(a) MEASUREMENT: W/PC
OBJECTIVE: List the capabilities and limitations of RADIAC equipment that pertain to Public Health readiness functions. Perform an operational check on the ADM 300.
SAMPLES OF BEHAVIOR:
1. Match the type of RADIAC equipment with the type and level of radiation it detects.
2. Perform an operational check on the ADM 300 with instructor assistance.

UNIT OF INSTRUCTION: NBC Personal Protective Equipment
STS REFERENCE: 15o(8) MEASUREMENT: W/PC
OBJECTIVE: Identify the components, functions, and limitations of the Ground Crew Ensemble (GCE), MOPP levels, and determine step by step procedures for donning and doffing the GCE. Familiarize students with personal skin decontamination kits (M258A1, M291), and use the Mark 1 kit.
SAMPLES OF BEHAVIOR:
1. Recognize the proper amount of time the MCU 2P mask must be donned in.
2. Identify the capabilities/limitations of the Ground Crew Ensemble (GCE or MOPP IV)
3. Don MOPP IV in 8 minutes with less than 3 discrepancies.
4. Identify the GCE components worn at each MOPP level.

5. Recognize when to use the Mark 1, Nerve Agent Autoinjector Kit, and use it properly
6. Recognize the M-258A1, M291, and Pyridostigmine Bromide Tablets and their uses.

UNIT OF INSTRUCTION: Litter Carries
STS REFERENCE: BMRT, 15o(7) MEASUREMENT: PC
CRITERION OBJECTIVE: Working as a litter team member, perform the appropriate litter carries for moving a casualty across simulated obstacles with no more than four(4) instructor assists per task.

UNIT OF INSTRUCTION: Patient Decontamination Lecture and Exercise
STS REFERENCE: 15o(1-8) MEASUREMENT: W/PC*
OBJECTIVE: Understand the steps of patient decontamination, how to set up a patient decon site, and how to decon medical equipment/facilities. *Note: Students will be required to perform decon procedures on patients and equipment during the exercise.
SAMPLES OF BEHAVIOR:
1. List the step by step procedures for litter patient decontamination in proper order.
2. Identify the procedures at each litter patient decontamination station, and determine which procedures are most effective for contamination removal/control.
3. Select proper decontaminants.
4. Identify proper personal protection for the members of a medical decon team.
5. Identify the purpose of a contamination control (HOT) line.

UNIT OF INSTRUCTION: Water Quality Determination
STS REFERENCE: 15h MEASUREMENT: W/PC*
OBJECTIVE: Understand how to test potable water samples for the proper level of chlorine and how to make their individual canteen water supplies safe under field conditions. *Note: Students will sanitize a canteen full of water using chlorine and iodine.
SAMPLES OF BEHAVIOR:
1. Perform individual purification of canteen water using iodine tablets
2. Determine the chlorine residual of a given water sample of a known residual level using the DPD and Orthotolidine water test kits.(go no go evaluation method)

UNIT OF INSTRUCTION: MTF/Equipment/Vehicle Decontamination
STS REFERENCE: 15(7)(b-c) MEASUREMENT: W
OBJECTIVE: Know the equipment, procedures, and possible hazards associated with decontaminating equipment, MTF vehicles, and facilities contaminated with NBC agents.
SAMPLES OF BEHAVIOR:
1. List the hazards associated with decontaminating equipment, MTF vehicles, and facilities.
2. Choose the correct equipment and procedures for decontaminating equipment, MTF vehicles, and facilities according to the type of contamination.

UNIT OF INSTRUCTION: Medical Intelligence Briefings
STS REFERENCE: 3c(2), 15c(1-2), 15d(3) MEASUREMENT: P
CRITERION OBJECTIVE: Given a simulated deployment scenario, related lecture topics, and appropriate reference materials, prepare/present an 8-10 minute Medical Intelligence Briefing. (PH Evaluation Checklist will be used to determine successful completion of Criterion Objective. An OVERALL score of at least 70% is required. Failure will require project reaccomplishment and presentation of a second briefing.

8.2 **Advanced Skills Course:** Public Health Craftsman (B3ACY4E071-000))

8.2.1 **Block I, Mission/Program Management:**

UNIT OF INSTRUCTION: Counseling and Feedback
STS REFERENCE: 3b(1),(2), 5b MEASUREMENT: W
OBJECTIVE: Know the procedures and techniques for conducting counseling and feedback sessions.
SAMPLES OF BEHAVIOR:
1. Outline counseling procedures.
2. Identify motivational techniques and apply to counseling and feedback situations.
3. Recognize personnel and why it is important.

UNIT OF INSTRUCTION: Stress Management
STS REFERENCE: 5a MEASUREMENT: W
OBJECTIVE: Recognize the stress factors in an office environment and apply stress reducing principles.
SAMPLES OF BEHAVIOR:
1. Define occupational stress.
2. Classify stressors in the workplace.
3. Identify stress reducing techniques and principles.

UNIT OF INSTRUCTION: Time Management/Prioritization
STS REFERENCE: 5a MEASUREMENT: W
OBJECTIVE: Apply problem solving and time management techniques to Public Health operations.
SAMPLES OF BEHAVIOR:
1. Determine work priorities, work methods, and procedures.
2. Identify Public Health activities.
3. Conduct effective meetings.

UNIT OF INSTRUCTION: Manpower
STS REFERENCE: 7c MEASUREMENT: W
OBJECTIVE: Identify Public Health responsibilities in resource management.
SAMPLES OF BEHAVIOR:
1. Select the principles of manpower and manning, and the responsible agency.
2. Use public health manpower standard to determine personnel requirements.
3. Identify steps to request manning assistance for mission accomplishment.
4. Outline how MEPRS data is used to determine manpower requirements.
5. Know how the Air Force assignment system works.

UNIT OF INSTRUCTION: Budget
STS REFERENCE: 7b MEASUREMENT: W
OBJECTIVE: Identify Public Health responsibilities in budget preparation.
SAMPLES OF BEHAVIOR:
1. Identify terms associated with budgeting requirements.
2. Determine financial requirements for Public Health.
3. Outline the steps used to prepare a budget for Public Health.

UNIT OF INSTRUCTION: Preparing for Assessment
STS REFERENCE: 5f, 5g MEASUREMENT: W

OBJECTIVE: Know how to prepare for inspection of Public Health duties. Perform self inspections for the Public Health Flight
SAMPLES OF BEHAVIOR:
1. Determine steps necessary for inspection preparation.
2. Identify different types of inspection.
3. Develop and implement self inspection programs.
4. Analyze inspection results to select goals for improvement for the flight.

UNIT OF INSTRUCTION: Contingency Decision Making
STS REFERENCE: 5a MEASUREMENT: P
OBJECTIVE: Given various situations requiring decision making, evaluate and take appropriate action as the ranking enlisted member.
SAMPLES OF BEHAVIOR:
1. Describe management responsibilities for dependent care.
2. Describe management responsibilities for logistics/supply issues.
3. Describe management responsibilities for legal rights verses practical rights.
4. Describe management responsibilities concerning unprofessional relationships/personal responsibilities.

8.2.2 **Block II, Information Systems Management:**

UNIT OF INSTRUCTION: Introduction to Bulletin Board Services
STS REFERENCE: 6a, c MEASUREMENT: P
OBJECTIVE(S): To gain an understanding of Bulletin Board Services that are available for use by personnel at base level, and be able to demonstrate the ability to use these sources of information.
SAMPLES OF BEHAVIOR:
1. Demonstrate the ability to "log on" to the different type BBS services available to the student.
2. Display the ability to navigate the BBS's available and retrieve data files, messages and read on-line information and enter messages with attached files.
3. Display a basic knowledge of the Pegasus BBS.
4. Display a basic knowledge of Wonder PC.
5. Display a basic knowledge of the Inspector General BBS.
6. Display a basic knowledge of the Armed Forces Medical Intelligence Agency BBS.

UNIT OF INSTRUCTION: Introduction to The Internet (Information Super Highway)
STS REFERENCE: 6c MEASUREMENT: P
OBJECTIVE(S): Understand the vast amount of information available on the Internet, including the different types of Internet browsers, viewing and use sites on the WWW and demonstrate the ability to do searches of the Internet.
SAMPLES OF BEHAVIOR:
1. Demonstrate the ability to navigate on the Internet.
2. Be able to find specific sites on the Internet by address and also by doing keyword searches.
3. Download specific information about a prescribed topic, copy the information to MS Word and create a usable document.

UNIT OF INSTRUCTION: Introduction to ASIMS HEHP
STS REFERENCE: 6c(2) MEASUREMENT: P
OBJECTIVE(S): Gain a working knowledge of the Windows version of the Hospital Employee Health Program, its installation, navigation and use.

SAMPLES OF BEHAVIOR:
1. Demonstrate the ability to install the Access Runtime disk required to run the Windows version of the Hospital Employee Health Program.
2. Demonstrate the ability to convert the data from the old DOS version of the Hospital Employee Health program to the new version.
3. Demonstrate the ability to edit employee records, add employee records, and update the personnel database using the Base.dbf and the Base Interface program.

UNIT OF INSTRUCTION: Computer Data Management
STS REFERENCE: 6c MEASUREMENT: P
OBJECTIVE(S): Understand and apply the concepts of database management and maintenance. Demonstrate and exercise the students ability to backup data, restore data and reindex the databases that make up the Aeromedical Services Information Management System (ASIMS).
SAMPLES OF BEHAVIOR:
1. Demonstrate the ability to backup the database files in the ASIMS program.
2. Demonstrate the ability to restore database files from the backup ASIMS program.
3. Demonstrate the ability to reindex files in the ASIMS program.
4. Demonstrate the ability to backup the windows version of the Hospital Employee Health Program.

UNIT OF INSTRUCTION: Computer Network Requirements, Setup and Management
STS REFERENCE: 6a, c(1) MEASUREMENT: P
OBJECTIVE(S): Develop and apply an understanding of networking and its practical application within Public Health. Understand the basic requirements necessary to maintain security of ASIMS data on a network.
SAMPLES OF BEHAVIOR:
1. Demonstrate an understanding of the basic equipment needed to have a network.
2. Be able to discuss the issues related to network security as it relates to ASIMS data.
3. Demonstrate the ability to set up the ASIMS program on a network.
4. Understand the importance of backing up network data off the system.

8.2.3 **Block III, Principles of Epidemiology:**

UNIT OF INSTRUCTION: Introduction to EPI INFO
STS REFERENCE: 11a, 11d, 11e MEASUREMENT: P
OBJECTIVE(S): Gain a working knowledge of the Centers for Disease Control's EPI INFO Program, create a simple questionnaire with a check file, analyze data, input data and create simple graphs of the data.
SAMPLES OF BEHAVIOR:
1. Demonstrate the ability to create a questionnaire using the EPED portion of the EPI INFO Program.
2. Create a check file to accomplish data integrity checking of the questionnaire and ease the entering of data.
3. Demonstrate the ability to enter and edit data into the questionnaire created.
4. Demonstrate the ability to analyze data using the ANALYSIS portion of EPI INFO.

UNIT OF INSTRUCTION: Advanced EPI INFO
STS REFERENCE: 11a, 11d, 11e MEASUREMENT: P

OBJECTIVE(S): Understand and apply the concept of importing database files to EPI INFO and manipulating these files to extract useful data, through the use of sorting. Develop and demonstrate the ability to perform actual manipulation of data from the Aeromedical Information Management System to extract useful information for the management of the Occupational Health Program.
SAMPLES OF BEHAVIOR:
1. Demonstrate the ability to import data from ASIMS and Microsoft Excel, into EPI INFO.
2. Manipulate and analyze data using the EPI INFO program.
3. Demonstrate the ability to graphically display, enter and edit data into the questionnaire created.
4. Demonstrate the ability to analyze data using the ANALYSIS portion of EPI INFO.

8.2.4 **Block IV, Occupational Health:**

UNIT OF INSTRUCTION: Occupational Health Management Overview
STS REFERENCE: 13a MEASUREMENT: P
OBJECTIVE(S): Recognize sound management practices that may be applied to base-level occupational health programs. Understand how the mission differences from one base to another may significantly change how an occupational health program is structured and delivered.
SAMPLES OF BEHAVIOR:
1. Given the missions at different bases, discuss how the unique aspects of each base's occupational health program justify a different management demand and style.
2. Describe the management practices currently applied at your base occupational health program and possible improvements that could be implemented.

UNIT OF INSTRUCTION: New Occupational Health Technology - HEARS
STS REFERENCE: 6c, 13a MEASUREMENT: P
OBJECTIVE(S): Understand the methods of using the HEARS program to save time in accomplishment of the USAF Hearing Conservation Program. Be able to perform established step by step procedures to fully implement using the HEARS program.
SAMPLES OF BEHAVIOR:
1. Explain who would benefit by implementing the HEARS program and why.
2. Demonstrate the ability to load and start using the HEARS software.
3. Demonstrate the ability to transfer data between ASIMS and HEARS, producing an accurate computerized workcenter audiogram roster.

UNIT OF INSTRUCTION: Trend Analysis of OHME Data
STS REFERENCE: 13g(5-6) MEASUREMENT: P
OBJECTIVE: Apply the results of an annual trend analysis to an educational plan for an industrial workplace.
SAMPLES OF BEHAVIOR:
1. Compute occupational illness trends within a given workplace.
2. Modify existing educational material to include recommended corrective actions derived from the trend analysis.
3. Predict the effect of the additional education on future illness levels within a workplace.

UNIT OF INSTRUCTION: Occupational Health Personnel Training Management
STS REFERENCE: 13a MEASUREMENT: P

OBJECTIVE(S): Apply one's knowledge to the development of a training plan for persons newly assigned to the occupational health section.
SAMPLES OF BEHAVIOR:
1. Prepare a training outline for newly assigned persons.
2. Modify existing training materials depending on the trainee's level of knowledge.
3. Be able to share work experience/knowledge with new personnel.

UNIT OF INSTRUCTION: Occupational Health Prioritization
STS REFERENCE: 13 MEASUREMENT: O
OBJECTIVE: Apply sound management practices in a situation where mission requirements dictate a prioritization of occupational health programs.
SAMPLES OF BEHAVIOR:
1. Justify which programs could be either streamlined or deleted in a prioritization scenario.
2. Produce a workload schedule based on the results of occupational health prioritization.

UNIT OF INSTRUCTION: Occupational Health Working Group (OHWG)
STS REFERENCE: 13g(1-6) MEASUREMENT: O
OBJECTIVE(S): Understand the purpose of the OHWG and the general responsibilities of each member. Understand the specific responsibilities of Public Health and be able to perform the tasks assigned by those responsibilities.
SAMPLES OF BEHAVIOR:
1. Explain in your own words the purpose of the OHWG.
2. Describe in your own word the responsibilities of each member of the OHWG.
3. Given data from a workplace, evaluate the data, identify the risks, and decide upon recommendations for appropriate initial, annual and termination physical examinations.
4. Justify why each physical examination is appropriate basing the decision on target organ toxicological principles and available references.

UNIT OF INSTRUCTION: Ergonomics
STS REFERENCE: 13b (2)(d) MEASUREMENT: O
OBJECTIVE(S): Understand the purpose of the Ergonomics Working Group (EWG) and the general responsibilities of each member. Understand the specific responsibilities of Public Health.
SAMPLES OF BEHAVIOR:
1. Explain in our own words the purpose of the EWG.
2. Describe in your own words the responsibilities of each member of the EWG

8.2.5 **Block V, Contingency Operations:**

UNIT OF INSTRUCTION: Medical Readiness Update
STS REFERENCE: 15 a,b,c MEASUREMENT: P
OBJECTIVE: Understand recent changes in the USAF Medical Service and Readiness that impact their duties and responsibilities
SAMPLES OF BEHAVIOR:
1. Explain the forces of change requiring Reengineering of the USAF Medical Service
2. Compare and contrast the Stages of Care and the Echelons of Care for patients during contingencies.
3. Describe the preventive medicine teams and patient treatment modules proposed for contingencies

UNIT OF INSTRUCTION: Medical Readiness Equipment
STS REFERENCE: 15 a,b,c MEASUREMENT: P
OBJECTIVE: Comprehend that new equipment is available to public health personnel for contingency operations.
SAMPLES OF BEHAVIOR:
1. Name and describe new equipment available for radiation detection
2. Name and describe new equipment available for chemical agent detection.
3. Name and describe new equipment available for heat stress monitoring.
4. Name and describe new equipment available for patient decontamination.

8.2.6 **Block VI, Public Health Issues & Concerns:**

UNIT OF INSTRUCTION: Public Health Issues & Concerns
STS REFERENCE: - N/A MEASUREMENT: N/A
OBJECTIVE: Discuss and understand current issues and concerns affecting the Public Health Career Field.

Section C - Support Material

NOTE: There are currently no support material requirements. This area is reserved.

Section D - Training Course Index

9. **Purpose:** This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs.

10. **Air Force In-Residence Courses:**

COURSE NUMBER	TITLE	LOCATION	USER	POC
B3ABY4E031-001	Public Health Apprentice	Brooks AFB	AF	USAFSAM/PH
B3AZY4E051-001	Public Health Journeyman	Brooks AFB	AF	USAFSAM/PH
B3ACY4E071-000	Public Health Craftsman	Brooks AFB	AF	USAFSAM/PH
B3AZY4E0X1-000	Operational Public Health Course (NCO)	Brooks AFB	AF	USAFSAM/PH
B3OZY43M3-000	Operational Entomology	Brooks AFB	AF	USAFSAM/PH
B3OZYCONOP-000	Contingency Public Health Operations	Brooks AFB	AF	USAFSAM/PH
B3OZYOPEPI-000	Applied Epidemiology	Brooks AFB	AF	USAFSAM/PH
B3OZYERG02-000	Public Health Ergonomics	Brooks AFB	AF	USAFSAM/PH
B3AZY4F0X1-001	USAF Hearing Conservation Certification	Brooks AFB	ANG/AFRES	USAFSAM/AF
B3AZY4F0X1-002	USAF Hearing Conservation Recertification	Brooks AFB	ANG/AFRES	USAFSAM/AF
B3AZY4B071-015	Respiratory Protection	Brooks AFB	ANG	USAFSAM/BE
N/A	Risk Communication	Regional	ALL	USAFSAM/PH

11. **Extension Course Institute (ECI) Courses:**

COURSE NUMBER	TITLE	LOCATION	USER	POC
CDC 4E051	Public Health Journeyman	Correspondence	AF	ECI

12. **Exportable Courses**

COURSE NUMBER	TITLE	LOCATION	USER	POC
None				

13. **Courses Under Development/Revision**

COURSE NUMBER	TITLE	LOCATION	USER	POC
None				

14. **Other Courses**

COURSE NAME	**POC**
OSHA Training Courses	http://www.osha-slc.gov/Training
CHPPM	http://chppm-www.apgea.army.mil/trng/datepage.htm
Food and Drug Administration	http://www.fda.gov/ora/training/course_ora.html
Food Safety Computer Aided Instruction	http://sable.cvm.uiuc.edu/
National Restaurant Association	http://www.restaurant.org/educate/food.htm
STD & Other Communicable Diseases	Academy of Health Sciences, Ft Sam Houston DSN: 471-6947
Public Health Training Network	http://www.cdc.gov/phtn/
Red Meats SME Course (Boxed Beef)	Academy of Health Sciences, Ft Sam Houston DSN: 471-9458
HACCP	http://www.fda.gov/ora/training/course_ora.html
Emergency Medical Technician	Through Base Education Office

15. **Annual Education Conferences:**

COURSE NAME	**POC**
National Environmental Health Association Annual Education Conference	http://www.csn.net/~becky/index.html
American Public Health Association	http://www.apha.org/convention/index.html
Navy Occupational Health and Preventive Medicine Workshop	http://www-nehc.med.navy.mil/workshop/index.html

Section E - MAJCOM Unique Requirements

NOTE: There are currently no MAJCOM unique requirements. This area is reserved.

Section F - Documentation of Training (Medical Specific)

16. **Development of a Work Center Training Plan and the Enlisted Training and Competency Folder:** Air Force Instruction 36-2201 (Developing, Managing, and Conducting Training), Para 3.4.3. authorizes Career Field Managers to bring training documentation back into one "OJT" record. For AFSC 4E0X1, this one record is the Enlisted Training and Competency Folder. The following training information provides specific guidance along with recommended documentation, consistent with current Air Force instruction/directives. This training guidance has focused on two main areas: Developing a Master Training Plan and Documentation of the Training in the Enlisted Training and Competency Folder.

17. **Developing a Master Training Plan (MTP)**

17.1. **What Is It?**

A Master Training Plan is a reference guide developed for each section that includes all facets of training for individuals assigned. It is to be used as a reference source for the type of training and training documentation that occurs with each assigned member. The MTP is used to standardize training and to give trainers, trainees, supervisors, NCOICs, and OICs an overview of the training process for the duty section. The MTP is also used as a means to reduce the amount of paperwork previously required during the training process.

17.2. **What's In It?**

Keep in mind that the Master Training Plan is an overview of training for the duty section; it should include all documents involved in the training process for the duty section. Training will vary from section to section and person to person, but there are certain documents that will be a standard requirement for all MTPs. They are listed below.

17.2.1. Unit Specific Orientation Checklist

17.2.2. Job description for each duty position within the duty section (see AFMAN 36-2108)

17.2.3. Dual Channel OJT Concept Documents:

17.2.3.1. Career knowledge requirements

17.2.3.2. Job qualification requirements

17.2.4. Testing procedures for CDC's

17.2.5. Locally-developed performance standards/position qualification training for each duty position, when desired.

17.2.6. Master Career Field Education Training Plan (CFETP) which identifies all tasks required within each duty section, lists all training references for initiating individual training, and shows the impact of training on career progression.

17.2.7. Qualification Training Packages (QTPs) required to perform peacetime/wartime duties. QTPs are required for all tasks not listed in the CFETP and identified by the duty section as a high risk procedure or task. Note: the tasks included in the CFETP have been reviewed. No tasks in the CFETP require QTPs and none are currently listed in AF Index 8 for the 4E0X1 career field.

18. **Documentation of Training. The Enlisted Training and Competency Folder:**

18.1. **Purpose:** The purpose of this section is to provide guidelines and examples of proper documentation for the many forms used in training all medical personnel. Training documentation helps us to assess readiness capability, individual strengths and weaknesses, and resources needed to support quality patient care. It also helps us meet all JCAHO and regulatory requirements. The Enlisted Training and Competency Folder is limited to the forms presented here and those prescribed in AFI 36-2201. Your unit training manager can also assist you with specific questions on training documentation.

18.2. **Documents included in 4E0XX Training Records:**

18.2.1. To assemble a 4E0XX training record, utilize a standard 6-part folder (NSN 7530-00-990-8884, Folder, 6 Section). Attach (Glue/tape/staple), centered on the front cover, a computer generated or typewritten title, "Enlisted Training and Competency Folder". In addition, include the members/trainee's full name (Last Name, First Name, Middle Initial), rank and SSAN. Other sections of the 6-part folder are discussed in detail in the paragraphs below. Parts 2 through 5 are intended to replace the existing AF Form 623 and the documents contained therein. Training documents normally filed in the AF Form 623 will be filed in the 6-part folder under parts 2 through 5 in the same sequence that they appear in the current AF Form 623. Index tabs/tabbed dividers may be used in parts that contain multiple documents. When multiple copies of any form are placed in the OJT record, they are placed in chronological order with the most current documentation on top. When building the new 6-part folder, the parts of the folder will contain the documents filed in the sequence, shown in figure 1.

ENLISTED TRAINING AND COMPETENCY FOLDER Jones, William G. SRA 123-45-6789		
PART 1 - Locally required training & skills competency documentation - AF Form 55 - Safety Training	PART 3 - AF Forms 1098 -- Mandatory Tng (Section A) -- QTPs (Section B) -- Inservice (Section C)	PART 5 - AF Form 2096 - PC III skill-level documentation
PART 2 - AF Form 623 - CFETP - AF Form 797	PART 4 - AF Forms 623a -- Job Description/ Performance -- Standards Review -- Orientation -- Training progress	PART 6 - Continuing Education to sustain National Certification - Formal training certificates (copies)

Figure 1, Organization of the 4E0XX OJT record.

18.2.2. Part 1, is the first two-pronged section, located inside the front cover. Locally required training & skills competency documentation is to be maintained in Part 1, regardless of grade or training status.

18.2.2.1 AF Form 55 - Employee Safety and Health Record is also maintained in Part 1, regardless of grade or training status. AFI 91-301, Air Force Occupational and Environmental Safety Fire Protection, and Health (AFOSH) Program, June 1996, authorizes supervisors to file the AF Form 55 with the AF Form 623, On-The-Job Training Record.

18.2.3. Part 2, AF Form 623 and Career Field Education and Training Plan (CFETP):
Attach the front cover (Containing Sections 1-4) of member's current AF Form 623, onto Part 2 (Second two-pronged section) of the 6-part folder. Note: Maintenance of AF Form 623 is mandatory for Airman in grades, Airman Basic through Technical Sergeant. In addition, an AF Form 623 is required for SNCOs, regardless of grade, in retraining status or as directed by the Air Force Career Field Manager, Commanders, or supervisors. The AF Form 623 is formally recognized by the personnel system in contingencies and deployments as the official "cover" of the formal training record.

18.2.3.1 The Specialty Training Standard contained within the CFETP will be used to record training proficiency in various tasks that are required for an individual to perform duties in a specific work area. A master task listing for the work center is maintained in the master training plan for the duty section. Circle all core tasks and only those other tasks the individual is required to perform in his/her current duty position.

18.2.3.2 AF Form 797, Job Qualification Standard Continuation/Command JQS. These forms will be used to document training for tasks that are not otherwise documented in the CFETP or tasks that are waived by the MAJCOM (see AFI 36-2201, para 7.4 and figure 2 below).

JOB QUALIFICATION STANDARD CONTINUATION/COMMAND JQS

TASK NUMBER	TASK, KNOWLEDGE AND TECHNICAL REFERENCES	CERTIFICATION						
					MAJCOM DIRECTED USE ONLY			
1	Manage Influenza Immunization Program							
2	Receive, store, distribute, destroy classified material							
3	Compile, evaluate, and report fitness program data							

TRAINEE NAME

Mattson, David W..

AF FORM 797, MAY 87 ***(EF)*** PREVIOUS EDITION IS OBSOLETE

Figure 2, Sample AF Form 797 documentation.

18.2.4. Part 3, AF Form 1098, Special Task Certification and Recurring Training. This form is used to document qualification in tasks that require recurring, mandatory, and/or inservice training. Although not mandated, this part can contain separate indexed tabs/tabbed dividers for the documentation of different categories of training. The following subparagraphs provide examples of how part 3 can be subdivided to document specific types of special or recurring training. AFSC 4N0X1 examples were used in illustrating AF Form 1098 documentation options.

18.2.4.1 AF Form 1098s in Part 3, Section A, documents mandatory recurring training (see figure 3). Examples are BLS training, Patient Sensitivity training, and other mandated training as stipulated by JCAHO standards, Air Force, or facility directives. Mandatory training requirements may vary from facility to facility. At a minimum, these requirements should be reviewed on an annual basis and updated as required.

SPECIAL TASK CERTIFICATION AND RECURRING TRAINING

TASK OR RECURRING TRAINING AND TECHNICAL REFERENCES A.	DATE COMPLETED B.	SIGNATURE OF CERTIFYING OFFICIAL C.	INITIAL OF TRAINEE D.	EVALUATION OF TRAINING			
				SCORE OR HOURS E.	TYPE F.	FRE-QUENCY G.	DUE DATE H.
BLS Training	1 Apr 95			4	C	Bi-enn	1 Apr 97
BLS Training							
Patient Sensitivity	20 Mar 95			P		A	20 Mar 96
Hospital Safety	12 May 95			P		A	12 May 96
QA&I	12 May 95			P		A	12 May 96
Infection Control	12 May 95			P		A	12 May 96

MANDATORY TRAINING DOCUMENTATION

NAME OF TRAINEE *(Last, First, Middle Initial)*	GRADE	UNIT AND OFFICE SYMBOL
Jones, William G.	SRA	SGNE

AF FORM 1098, APR 85 ***(EF)*** PREVIOUS EDITION WILL BE USED.

Figure 3, Sample mandatory, recurring training documentation.

18.2.4.2. 1098s in Part 3, Section B, documents ongoing completion of Qualification Training Packages (QTPs) if applicable (see figure 4). Air National Guard sustainment training will also be documented in this section. Air Force Reserve sustainment training will be documented on AFRES Form 16, Sustainment Training Program, and filed in this section. There are no QTPs for the 4E0X1 career field. Locally developed QTPs are typically used to record qualification in high risk, complex tasks; QTPs are optional. The initial completion of a QTP is documented in the CFETP. Each QTP required for the duty section will be filed in the Master Training Plan (MTP) and will be used as a training source document.

SPECIAL TASK CERTIFICATION AND RECURRING TRAINING

TASK OR RECURRING TRAINING AND TECHNICAL REFERENCE A.	DATE COMPLETED B.	SIGNATURE OF CERTIFYING OFFICIAL C.	INTIALS OF TRAINEE D.	EVALUATION OF TRAINING SCORE OR HOURS E.	TYPE F.	FRE-QUENCY G.	DUE DATE H.
Foodborne Outbreak Investigation/Kit Review	27 Apr 98		P			A	27 Apr 99
Calculating radiation Exposures/Stay times	5 May 98		P			A	5 May 99
Calibrating thermometers	10 May 98		P			A	10 May 99

NAME OF TRAINEE *(LAST, FIRST MIDDLE INITIAL)* | GRADE | UNIT AND OFFICE SYMBOL

AF FORM 1098, APR 85 *(EF)* PREVIOUS EDITION IS OBSOLETE

Figure 4, Sample ongoing QTP documentation.

18.2.4.3. AF Form 1098s in Part 3, Section C will be used to document inservice training (see figure 5).

SPECIAL TASK CERTIFICATION AND RECURRING TRAINING

TASK OR RECURRING TRAINING AND TECHNICAL REFERENCES A.	DATE COMPLETED B.	SIGNATURE OF CERTIFYING OFFICIAL C.	INITIAL OF TRAINEE D.	EVALUATION OF TRAINING SCORE OR HOURS E.	TYPE F.	FRE-QUENCY G.	DUE DATE H.
Legal Issues in Nursing Capt Reardon	12 Apr 95			1 Hour			
Eye Trauma Maj Blue	15 May 95			2 Hours			
Pediatric Emergencies Lt Col Johnson	22 May 95			1 Hour			
Special Diets for Med/Surg Pts Capt Tolle	6 Jun 95			1 Hour			

INSERVICE TRAINING DOCUMENTATION

NAME OF TRAINEE *(Last, First, Middle Initial)* Jones, William G. | GRADE SRA | UNIT AND OFFICE SYMBOL SGNE

AF FORM 1098, APR 85 *(EF)* PREVIOUS EDITION WILL BE USED.

Figure 5, Sample inservice training documentation.

18.2.5. Part 4, AF Form 623a, OJT Training Record Continuation Sheet/Automated product. This form will be utilized to document all progress of individual training to include facility orientation, duty section specific orientation, upgrade/job qualification training, additional pertinent training, career development course (CDC) failures/corrective actions, skill level/task decertification procedures, and supervisor/trainer/certifier entries. The entire process must be well documented on this form (See Figure 6, 6.1, 6.2). All individuals involved in the training process must document training progress as it occurs in this section. Progress/status of members in upgrade training status will be documented at least monthly.

18.2.5.1. Upgrade Training (5-7-9 skill levels)

18.2.5.1.1 Document the members entry into upgrade training and periodic (minimum monthly) evaluations of training progress.

18.2.5.1.2. Information on extensions, waiver requests, or breaks in training should also be clearly documented with copies of any related correspondence.

18.2.5.1.3. Any further training pertinent to the duty section and or unit effectiveness can also be documented on the AF Form 623a; i.e. Job Qualification.

18.2.5.1.4. Document any decertification proceedings to include dates, reasons for decertification and other applicable information on the AF Form 623a.

18.2.5.1.5. Once an individual completes upgrade training commensurate to his/her rank and maintains an appropriate skill level, his/her supervisor should continue to review requirements, progress, and individual training needs. OJT record reviews should, at a minimum, coincide with members performance feedback to ensure documentation currency and appropriateness.

ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET

14 Feb 1995
SRA Jones is assigned to the Medical/Surgical ward on this date. SSgt Smith has been assigned as a trainer for SRA Jones. SSgt Smith will orient SRA Jones to the unit using the the medical/surgical orientation checklist located in the Master Training Plan dated 17 March 1994. An initial interview was accomplished on this date. SRA Jones enjoyed his hospital orientation and is looking forward to the unit orientation. He expressed his concern on meeting previously scheduled appointments while under the unit orientaiton. I informed SRA Jones that time to attend his appointment would be scheduled as needed. SRA Jones stated that his goals during the orientation process was to learn as much as possible and to question the trainers when he was not clear as to the training provided. SRA Jones seems to be very enthusiatic about working on the ward and has expressed his desire to take on any challenges that the trainers have to offer.

SRA Jones — SSgt Smith
Medical / Surgical Ward

27 Feb 1995
A mid orientation progress check was accomplished on this date. SRA Jones has progressed through the medical/surgical orientation checklist dated 17 March 1994, with little to no difficulty. He has completed his review of the unit specific OIs and has begun required reading of applicable hospital OIs. SRA Jones will complete the remainder of his orientation on night shift beginning 28 Feb 95.

SRA Jones — SSgt Smith
Medical / Surgical Ward

12 Mar 1995
SRA Jones has completed all training on the medical /surgical unit orientation checklist dated 17 March 1994. A review of the checklist with SRA Jones indicates that he was knowledgable of all items discussed. SRA Jones stated that he feels comfortable with the training provided and believes that he is ready to be released from orientation. I recommend SRA Jones be released from orientaiton on this date.

SRA Jones — SSgt Smith, Trainer
Medical / Surgical Ward

Concur — Concur

MSgt Finish, NCOIC
Medical / Surgical Ward

Capt Done, OIC
Medical / Surgical Ward

SAMPLE ORIENTATION DOCUMENTATION

LAST NAME - FIRST NAME - MIDDLE INITIAL
Jones, William G.

AF FORM 623a, MAR 79 *(EF)* PREVIOUS EDITION WILL BE USED.

Figure 6, Sample Orientation Documentation (4N0XX Model).

ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET

INITIAL BRIEFING
(Trainee Orientation)

_____ has been briefed on the On-The-Job Training (OJT) Program and how he/she fits into the program while in upgrade training (UGT). Upgrade training was explained as a dual channel process designed to qualify an airman for skill level upgrade. Dual channel OJT is a systematic reportable application of self-study and the craftsman/apprentice principle. Trainees acquire job qualification while performing on the job under supervision. This combination, knowledge and job position qualification constitutes the dual channel concept. Requirements from AFI 36-2101, 36-2108, and 36-2201 were covered. AF Forms 623, 623a, 797, 2096, and the CFETP, STS/JQS or automated JQS, which serves to make up the individual training record, was explained. Responsibilities of the commander, base training, unit education and training manager (ETM), immediate supervisor, trainer, and trainee were discussed. The career development course (CDC) was briefly discussed and will be explained in detail when the CDC arrives, if applicable. Requirements for upgrade in your AFSC _____ are: (1) Satisfactory completion of CDC _____ (2) Supervisor certify job qualifications with adequate hands on training (3) Meet typing proficiency of _____ WPM per AFI 36-2108, if applicable (4) Completion of 7-level school, if applicable and (5) Supervisor recommendation for upgrade. Each airman in grades E1 through E6 (and SNCOs in retraining status) have an AF Form 623 which must contain a CFETP or JQS. The CFETP or JQS may contain 150 or more separate tasks but it should be annotated to show only those tasks the airman is required to perform in his/her current duty position, all AFI 36-2108 mandatory requirements for upgrade and core task requirements. In the JQS there is a space for both the supervisor and the trainee to initial to certify training is complete. In the CFETP the trainer, trainee, and certifier has a space to initial when training is completed. After upgrade the CFETP or JQS will continue to be used to document further qualification training.

_____ _____ _____
SUPERVISOR'S SIGNATURE TRAINEE'S SIGNATURE DATE

_____
LAST NAME FIRST NAME MIDDLE INITIAL

AF FORM 623a MAR 79 PREVIOUS EDITION WILL BE USED

Figure 6.1 Sample Initial Upgrade Training briefing.

ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET
TRAINEE'S RESPONSIBILITIES DURING UPGRADE TRAINING (UGT)

1. Read and understand your Air Force Specialty (AFS) description, training requirements, objectives, and training record (AF Form 623).

2. Budget time (on and off-duty) for timely completion of CDCs and keep all CDC materials for future reference and study.

3. Attain and maintain qualification in your assigned AFS.

4. After CDC briefing trainee will do the following: (Read and initial)

_____ a. Read "Your Key to a Successful Course."
_____ b. Make all required course corrections and return entire package to your supervisor.
_____ c. When you are issued your first volume you will read and study the volume, chapter, and answer chapter review exercise (CRE) and the volume review exercise (VRE) or the self-test questions and the unit review exercises (URE). Questions are to be answered in the space provided when possible. Highlight/reference where answers are found in the most effective manner determined by the supervisor.
_____ d. Supervisor will check CRE and self-test questions for accuracy and completeness. You will correct all incorrect responses.
_____ e. Supervisor issues the ECI Form 34 (Field Scoring Sheet) for you to transcribe your answers from the URE/VRE. The URE/VREs are teaching devices and must be administered as open book exercises. All scores less than 100 percent require review training.
_____ f. Minimum acceptable training consist of correcting incorrect responses, reading the appropriate area from which the question was taken, and a verbal question and answer session.
_____ g. Your next volume is issued by your supervisor. You must work it in the same manner as above for the entire course.
_____ h. Upon completion of your last volume you and your supervisor will immediately start a comprehensive review of the entire CDC to prepare for your course examination.
5. Review and discuss training requirements with supervisor regularly. Provide input on your training and ask questions.

6. Upon satisfactory completion of your career knowledge training, position qualification, and mandatory requirements listed in AFI 36-2108, your supervisor will initiate upgrade action on you.

_____ _____ _____
SUPERVISOR'S SIGNATURE TRAINEE'S SIGNATURE DATE

_____
LAST NAME FIRST NAME MIDDLE INITIAL

AF FORM 623a MAR 79 PREVIOUS EDITION WILL BE USED

Figure 6.2, Sample Upgrade Documentation.

18.2.5.1.6. The Job Description /Performance Standards for each duty position should be maintained in a Master Training Plan (MTP) within individual duty sections. An AF Form 623a reflecting the members job description/performance standard will be maintained in Part 4 of the OJT record. Note: An AF Form 623A overprint/automated product may be used to document both supervisor/subordinate reviews (see figure 7). The following statements will be annotated and jointly reviewed by the supervisor /subordinate:

18.2.5.1.7. “I know where to find a current copy of my Job Description/ Performance Standards.”

18.2.5.1.8 “I have read, discussed with my supervisor, and understand my Job Description/Performance Standards.”

18.2.5.1.9 “I understand my duties and responsibilities for the position that I am currently working in .”

18.2.5.1.10 “If I have questions or concerns about my Job Description/Performance Standards, I will seek assistance from my supervisory personnel in my chain of command.”

18.2.5.1.11 “It is my responsibility to review my Job Description/Performance Standards with my supervisor during each feedback session and with each change in supervisor/duty position.”

18.2.5.1.12 A signature and date block for both supervisor and subordinate will reflect mutual understanding of above statements. Recommend several signature and date spaces for continual review process when overprint/automated products are utilized.

ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET

23 July 1995
I KNOW WHERE TO FIND A CURRENT COPY OF MY JOB DESCRIPTION/ PERFORMANCE STANDARDS.
I HAVE READ, DISCUSSED WITH MY SUPERVISOR, AND UNDERSTAND MY JOB DESCRIPTION/PERFORMANCE STANDARDS.
I UNDERSTAND MY DUTIES AND RESPONSIBILITIES FOR THE POSITION THAT I AM CURRENTLY WORKING IN .
IF I HAVE QUESTIONS OR CONCERNS ABOUT MY JOB DESCRIPTION/PERFORMANCE STANDARDS I WILL SEEK ASSISTANCE FROM MY SUPERVISORY PERSONNEL IN MY CHAIN OF COMMAND.
IT IS MY RESPONSIBILITY TO REVIEW MY JOB DESCRIPTION/PERFORMANCE STANDARDS WITH MY SUPERVISOR DURING EACH FEEDBACK SESSION AND WITH EACH CHANGE IN SUPERVISOR/DUTY POSITION

Mattson, David W
USAFSAM Instructor
23 July 95
TSgt Mattson has completed his review of his Job Description/Performance Standards on this date. I am confident is thoroughly familiar with standards and expectations. At this time SrA Jones has no questions or concerns.

Andy Mullins, Capt,
OJT Trainer
USAFSAM/PH

TRAINEE NAME
Mattson, David W.

AF FORM 623a PREVIOUS EDITION WILL BE USED
MAR 79

Figure 7, Sample job description/performance standards review.

18.2.6. Part 5, AF Form 2096, Classification On-The-Job Training Action. This form will be used to document official training actions, i.e. award of skill level. Training status changes, decertifications and award of special experience identifiers (SEIs). NOTE: A PC III automated document may be substituted for AF Form 2096.

18.2.7. Part 6, Continuing Education. This part will contain the National Certification/Registration and Continuing Education Reports as applicable to the members AFSC/current duty position, (see figure 8). The form must contain documentation of the individual's current certification card number and expiration date. Supervisors and individuals should continually monitor CEU status for AFSC's requiring specialty certification to ensure no lapses in certification occur. No national certification is required to hold AFSC 4EXXX.

18.2.7.1. Maintenance of certificates of training completion is an individual responsibility. Certificates of training will not be maintained in the OJT record. However, members must retain all certificates as verification of formal training.

18.3. **Supplemental AFSC-specific documentation instructions:** Each Career Field Manager is authorized to supplement or revise the general guidance contained in section F of the CFETP to ensure the documents filed in the 6-part folder accurately reflect the needs of their AFSC/Medical specialties.

I'm just a brain in a jar.

Michael Dunavent, SSgt, USAF